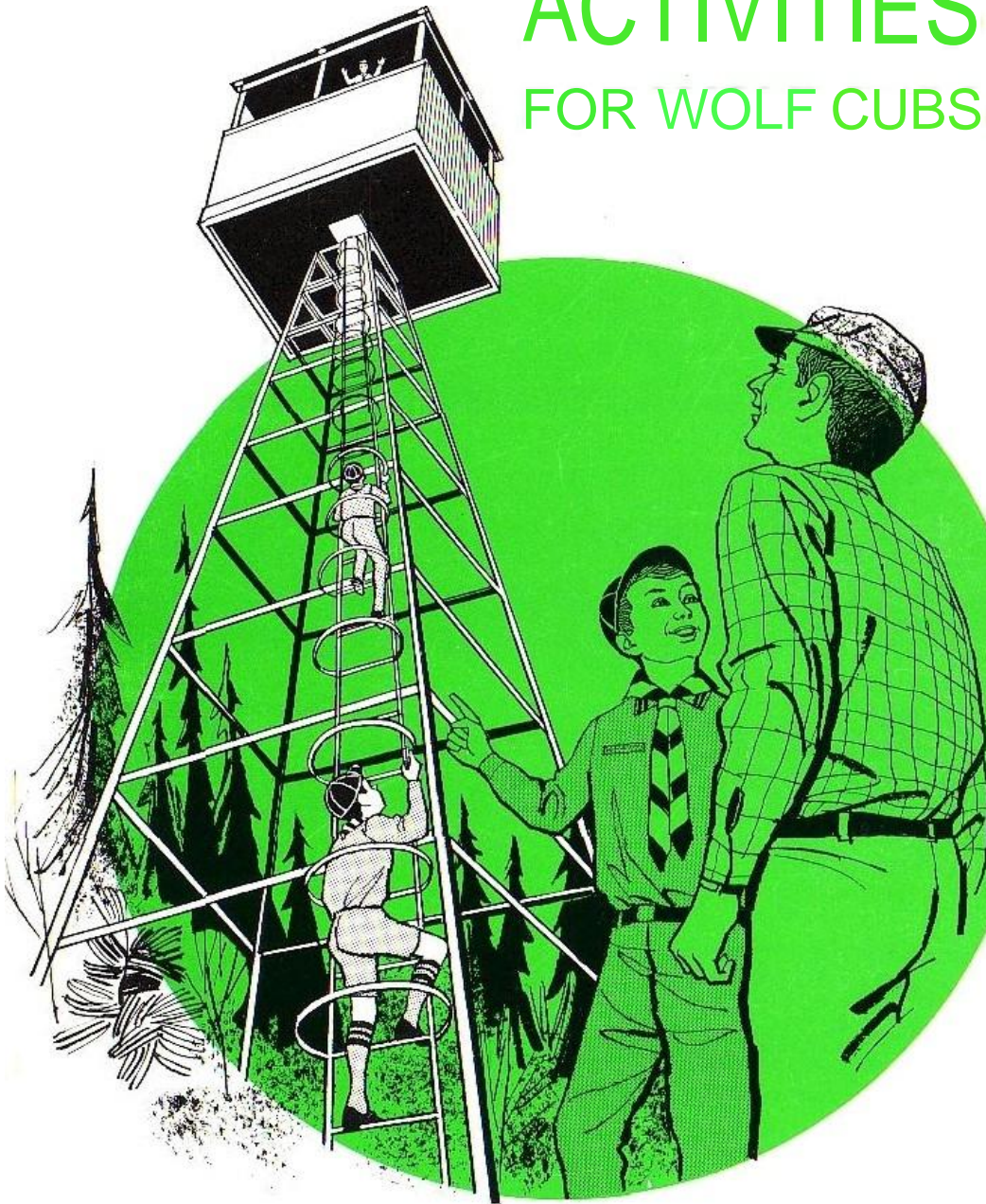


# OUTDOOR ACTIVITIES FOR WOLF CUBS



A guide for leaders  
Pack Scouters Series No:5

## OUTDOOR ACTIVITIES

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# OUTDOOR ACTIVITIES FOR WOLF CUBS



## A guide for leaders Pack Scouters Series No: 5

*originally  
Published by the National Council  
Boy Scouts of Canada  
Ottawa, Ontario*

# OUTDOOR ACTIVITIES

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## CONTENTS

INTRODUCTION.....	5
FOREWORD .....	6
1. OUTDOOR MEETINGS AND ACTIVITIES	
• Purpose and Values.....	7
• Checkpoints .....	7
• Outing Objectives.....	8
• Outdoor Projects .....	10
• Outdoor (Wide) Games.....	12
• Outdoor Winter Fun .....	18
• Suggested Summer Programs for the Pack .....	19
2. EXPLORING NATURE	
• Purpose and Values.....	25
• How to Go About the Job .....	25
• Where to Go.....	26
• Themes for Rambling .....	27
• Stories to Read and Tell .....	28
• Nature Games .....	29
• Some Other Things to Do .....	31
• Outdoors Through a Magnifying Glass .....	32
• Use the Notice Board .....	33
• Some Further Suggestions.....	36
3. CAMPING	
• Purpose and Values.....	37
• Planning and Organization.....	38
• Types of Camps.....	40
• Health and Hygiene.....	42
• Medical Attention and First Aid .....	43
• Food and Cooking.....	44
• The Activities Program .....	45
• The Pack at Camp .....	45
• Some Final Points .....	55
• Day Camping .....	56
• Family Camping.....	56
RESOURCE MATERIAL .....	56
INDEX - <i>Not included in this e-edition</i>	

## OUTDOOR ACTIVITIES

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### INTRODUCTION

In this book we deal with the OUTDOOR aspects of the eight interrelated elements of the Wolf Cub program. This is capitalized in the following diagram:



As such the book will be of special use to Scouters and to resource personnel as a guide to developing an outdoor program for the pack. Parents may also be interested in the section on camping.

The book is made up of three overlapping subjects:

**One** consists of some suggestions for outdoor meetings and outdoor activities. The latter can be part of the regular weekly indoor meeting programs or be developed as special outdoor meetings of their own.

**Two** provides ideas on exploring nature. These should be of particular interest to urbanized Cubs and encourage them to make wider use of nature study and perhaps develop a fuller appreciation of nature lore.

**Three** covers camping, an important growing part of the Cub program and one which can make a very positive impact on boys of Cub age. This section is more concerned with planning and programming for Cub camps, whether they be pack or district operated, rather than engineering or building of campsites. Day camping is mentioned because of its great possibilities. Family camping is increasing and Cubbing with its close connection to family life needs to recognize, encourage and assist in this trend. Bringing this book to the attention of parents could be one way of helping this trend.

Resource material lists authoritative books and films on the subject and provides more detailed information for leaders.



# OUTDOOR ACTIVITIES

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## FOREWORD

This is one of a series of books designed for Scouters working with Wolf Cubs. The complete series consists of:

- Cubbing.
- Pack Operations.
- Program Building.
- Creative Activities for Wolf Cubs.
- Outdoor Activities for Wolf Cubs
- Star and Badge Activities for Wolf Cubs

The titles show that the total Wolf Cub program has been covered from the basic book on ***Cubbing*** through general ideas on pack operations and programming and on to specialized activities, such as acting, games, music, stories, crafts, outdoor activities and star and badge work.

We are grateful to Scouters and others who have provided ideas, suggestions and other valuable information for inclusion in these books.

The program activities and, as a result, the book series are under constant review in order to keep them up-to-date. Comments and suggestions on the books or about Cubbing in general will be welcomed by the Wolf Cub Subcommittee of the National Program Committee, National Headquarters, Boy Scouts of Canada, Ottawa.

# OUTDOOR ACTIVITIES

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## SECTION 1

### OUTDOOR MEETINGS AND ACTIVITIES

#### Purpose and Values

Although this section is devoted to outdoor meetings and activities, it is hoped that many of the suggestions and ideas will be used as outdoor parts of regular indoor meetings. Many of the star and badge requirements can and should be carried on outdoors. For example, nature-lore requirements, bird and tree identification, star gazing or rock collecting are best done outdoors. Apart from the material benefits of Cub outdoor activities an entire group of spiritual values are present. A love of wide spaces and nature, appreciation of the beauties of natural things and interest in the life of birds and animals, can be developed. All this leads to understanding, kindness and finally, through all, a growing comprehension of the wisdom and love of the Creator.

#### Checkpoints

**Discipline** — Throughout the ramble or picnic, discipline is secured, as at pack meetings, by a well-planned program of games and other activities. Packs should not be permitted to go on an outing without an adult.

**Timing** — Outdoor programs tend to run much more slowly than indoor programs so allow more time for fewer items, but plan the items carefully. Ask the boys to suggest ideas.

**Over-Exertion** — Watch for over-exertion on the part of the Cubs. They tend to run themselves ragged when they are outdoors. If necessary, arrange for return transportation to the starting point.

**Clothing** — Be sure the Cubs are properly dressed for outdoor activities. Gloves or mitts and well-fitting footwear are as essential on a January outing as is protective clothing against sunburn for a June outing.

**Swimming** — Swimming should only be permitted in water that is positively safe, when there is ample adult supervision and with the consent of parents.

**First Aid** — Always take a first-aid kit on rambles. All cuts and scratches should be brought to the immediate attention of a Scouter for first-aid treatment. The treatment may be rendered by a Cub under supervision.

## OUTDOOR ACTIVITIES

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**Equipment** — A set of small books used to identify birds, trees, clouds, flowers, etc. Let Cubs use them on the ramble.

- Binoculars are most useful.
- Candy
- Old magazines or newsprint for carrying leaf specimens.
- For rock hounds, rock hammers and maybe an egg box or two to carry samples.

### Outing Objectives

Although any kind of an outing is fun, the Cubs will enjoy them more if they have some specific objective. Following are a few suggestions:

**First Spring Ramble** — The first spring outing can be an outstanding event. It can be made a general nature observation ramble with special attention being given to the awakening life of the trees. Cocoons may be looked for, and if found taken home and put in fruit jars for observation of their opening to free a beautiful moth or butterfly.

**A Collectors' Outing** — Before starting, each Cub or group of Cubs is given a specific project — the collecting of leaves, cones, flowers, stones, etc. Scouters should have a good nature book(s) to help them answer the expected questions.

**Observers' Outing** — Trees may be the subject chosen and ten or twelve varieties may be sought during the course of the ramble. The characteristics of each are pointed out — shape, bark, leaf, approximate age. An old stump showing the annular rings provides a point of interest. The next ramble may be given to flowers, with occasional questions on the trees seen on the previous outing. A Kim's game of flowers, leaves, twigs, curious stones, etc., makes a rest period more interesting.

On another ramble look for birds and small wild animals or tracks. When a bird is heard, have the Cubs stop and listen, stand and observe until they discover the singer. Have them stop several times and remain motionless, listening to identify as many different sounds as possible — the wind in the trees, the ripple of water, the snap of a twig, the distant barking of a dog, the crowing of a rooster, the faint whistle of a train, etc.



## OUTDOOR ACTIVITIES

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***Toymaker Outing*** — The Cubs look for odd-shaped twigs, fungi, cones, etc., which they bring to the Scouters as discovered. Later on in the day the various odds and ends can be distributed to the Cubs, and they can make a novelty item for the Toymaker Badge. Glue, stapler, pieces of wire and string may have to be taken along.

***Athletic Outing*** — A few adults or high-school students are brought along to act as examiners and the Cubs are turned over to them. The entire requirements for the Athlete Badge need not all be taken at one time. Alternate the requirements with games and nature-lore activities.

***Teamplayer Outing***— A feature of each trip can be the playing of softball, football, volleyball, soccer, basketball or some other suitable team game. Cubs who qualify can be presented with their Teamplayer Badge.

***Making Fires*** — Cubs will enjoy making a fire to heat beans or cook weiners. They should learn to make a small fire, like the Indians, using only small dry branches; they should observe that wet or green wood and leaves make smoke, and so betray their presence as well as getting in their eyes. Before leaving the site, every sign of fire must be extinguished. Mention the importance of conservation, fire prevention and forest preservation at this time.

***Picnics and Rambles*** — These need not be major affairs, and shouldn't require elaborate plans. They can take place on an afternoon and be very simple in program content. Sandwich lunches may be brought by the Cubs. A leisurely walk, direct or from a bus line, to a convenient park or piece of woodland followed by a few games, perhaps a nature treasure hunt, the picnic meal, a short campfire or sing-song, a story and the trip home, possibly by a different route, is all that is necessary.

Cubs always seem to be hungry so at the end of the picnic one of the Scouters should pass around cookies. It is also a good idea to have a bag of candy along to provide a special unexpected treat.

***Cub Adventure Trail*** — A Cub adventure trail provides a worthwhile program for a picnic or outdoor meeting. It requires some preparation in getting fathers or older brothers to set up and supervise each "post".

Following are suggested "post" activities which are based on requirements selected from star work. Other requirements related to badge work or other boy-interest activities may also be used.

***Post I*** — Make a collection of natural articles. Provide boxes or tin cans, set out limits of space and time, have a large container to hold discarded collections.

***Post II*** — Find and identify an insect. Provide envelopes or paper cups. It may help to have illustrated books on hand for boys to check.

***Post III*** — Make a sketch of the National Flag. Provide paper, hardboard pads, pencils.

## OUTDOOR ACTIVITIES

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**Post IV**— Clean and bandage a cut finger. Provide soap, paper towels, water for boys to wash, bandaids or bandages, scissors. Team effort — boys take turns.

**Post V** — Locate home, school, church, library on a map of the community. Provide a number of (service station) maps mounted on hardboard.

**Post VI** — Show uses for five knots. Provide ropes and choose area of field that will permit proper use of knots.

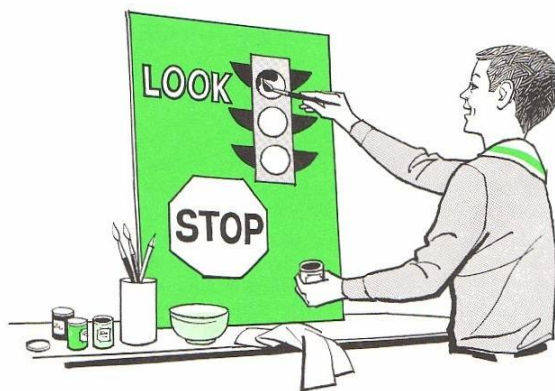
**Post VII** — Follow a trail using compass signs. Provide compasses and directions. Lay trail so that boys start and end at approximately the same spot.

**Post VIII** — Do a number of athletic activities. Choose a grassy area where forward rolls, etc., can be easily done.

**Post IX** — Make an article out of clay, plasticine, soap, etc. Provide raw materials and simple tools and perhaps some completed models and figures to guide the boys.

**Post X** — Saw a board. Provide old lumber scraps, free of nails and good saws. Be prepared to show the boys how to use tools.

**Post XI** — Make a poster. Provide cardboard, paint, crayons and some suggested topics such as fire prevention, water safety, book week, etc.



### Outdoor Projects

Have a six or small group complete as many of the following activities as possible. Their order indicates the priority in which they should be tackled.

- Identify from six to twelve trees. Draw their profile. Take bark rubbings. Collect their leaves. Make leaf impressions. (Keep all your specimens but do NOT mount them.)
- See and list the different kinds of animals and birds, wild or domestic that can be identified in or around a set area (park).

## OUTDOOR ACTIVITIES

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- Study a sand pit for bird and animal tracks and identify as many as possible.
- Divide the six (group) into two. Each half will lay a trail about three hundred yards long to be followed by the other half.
- Using the same groups as above, have each draw up directions to lead the other party along a route about three hundred yards long. Use compass directions, landmarks, etc., but NOT signs on the ground. Each group will follow the others' directions.
- Try to collect specimens of, and identify, six seasonal flowers.
- List as many ways of finding north as possible, and try them out.

### Survival in the Woods

The following hints on survival in the woods are provided by the Ontario Department of Lands and Forests from their booklet "Operation: Survival in the Woods" and should be known to your Cubs.

- Don't panic. The trees that seem to be closing in on you are your best friends. Use them. They supply shelter, fuel and food.
- Build a shelter with green boughs. Build a safe campfire. Gather plenty of wood, dry for starting the fire, green to keep it going. Gather green boughs to cover the fire and make plenty of smoke at the opportune time to attract searching aircraft, ground searchers (in daytime) and tower observers. Don't wander too far from the campsite. This is your established home.
- Conserve your energy. Many of the more common plants found in the woods are edible, nourishing and may be eaten raw. This applies to new growth on most tree limbs and young roots. The roots of some common water plants such as cat-tail and water lily may be roasted over an open fire.
- Clams, crawfish and snails are easily obtained and may be roasted over an open fire or fried on a hot stone. Small animals, birds, birds' eggs and fish are easily caught and may be cooked without kitchen utensils.
- Don't start out without matches in a water-proof container, sheath knife, compass, map of the area, fish hooks and line, snare wire, pocket first-aid kit, fly dope, raisins and some sweet chocolate. Then you will have more than the Indians had and they survived to enjoy a ripe old age.

## OUTDOOR ACTIVITIES

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### Outdoor (Wide) Games

Wide games are games which take up a lot of time and space and are held outdoors. One or more will provide the program for a good outdoor session, especially on an afternoon, with a lunch and possibly a yarn thrown in to complete the program.

Such games help the Cubs develop sportsmanship and self control, and their freedom presents an opportunity for Scouters to observe and to get to know the Cubs really well. Cubs become much more communicative on these occasions and often show qualities and interests which have not been apparent up to that time.

### *Hide and Seek*

Hide and seek and its variations will be one of the most popular outdoor activities. Boys of all ages can compete on an equal basis. Play it often but remember to stop before the players tire of it. This principle holds for any game.

There are many variations of the game involving an “IT” who seeks players who have hidden. “IT” may be a single player, a group or a team but invariably “IT” seeks the others. The players that are to hide are given a set time to find a suitable hiding place. “IT” then goes out from a place designated as HOME or GOAL and seeks the others. “IT” continues searching until all are found. The first one(s) found is “IT” for the next game.

#### *Variations:*

When “IT” spies someone, he calls the person by name.

Same as above, except that both “IT” and the person found race for home. If the player found gets home first, he is safe. At any time a hidden player may attempt to steal home.

The players are divided into teams. One team hides and the other team goes in search of them.

One player or team may stalk the home or the flag of the other side and attempt to steal it without being caught.

### *Explorers*

A party of explorers set out with a leader in charge. They leave reports as they go so that, should they never return, their tracks may be followed by future parties. At twenty yards from the starting place they bury or hide a paper saying, “We are proceeding due south” (or in whatever direction they are proceeding). Fifty or a hundred yards farther on, according to the nature of the country, they hide another dispatch, again giving the compass direction in which they are proceeding. They do this every fifty or hundred yards. The whereabouts of the message must be clearly indicated by a chalk mark or a strip of rag tied to a branch, or a freshly peeled bit of stick in the ground. A quarter of an hour afterwards the second search party starts.

## OUTDOOR ACTIVITIES

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The search party easily finds the first message. After that the only means of following up is by reading and following the compass directions. At the end of a set distance the explorers reach their destination and sit down and tell stories about Canadian and other explorers until their friends catch them up. No undue noise must be made, as it may give the show away, and enable the second party to find them without having to read the compass directions. (Note: A leader must accompany each party. In each case, the Cubs should decide upon the compass direction, and it should be verified by the leader in charge, with a compass, before being written down or followed.) The Cubs may need to be given instruction on reading compass directions before playing the game.

### *Sardines*

One Cub is chosen from the pack. He is a sardine and he has to go and find a hiding place, which is his “tin”. When he is safely in the “tin”, all the rest of the pack go to look for him. When a Cub finds the “sardine” he doesn’t say a word or make a sound but creeps into the “tin” with him. The rest of the pack do the same, as each one discovers the hiding place, until all the “sardines” are in the “tin”. The last one in has his nose blackened, with a burnt cork, for taking such a long time to find the hiding place.

### *Spoon*

A large paper basket or box is placed at one end of the field. The Cubs fall in at the other. One Cub stands halfway between them. He holds a wooden spoon or stick in his hand. At a given signal he runs and hits one of the Cubs with it, and then dashes away towards the basket, the second Cub chasing after him. He puts the spoon into the basket and runs for the gap in the ranks at the other end. The Cub who was hit takes the spoon from the basket, and tries to get back and fill the gap first. Whichever succeeds in doing so takes the spoon and goes into the middle, the game proceeding as before.





## OUTDOOR ACTIVITIES

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### *Whistling Hares and Hounds*

Two Cubs are chosen to be hares and the others become hounds. They are provided with a whistle and given two minutes start. As the hounds start the Scouter gives one long whistle blast. This is the signal for the hares to start whistling. They must whistle every sixty seconds. They can judge this roughly by counting their paces, going at a jog trot, and whistling every 150 paces. Or they may be directed to whistle every 100 yards, if they are fairly good at judging distance. The ground must afford plenty of cover, and the hares should go by a roundabout route, doubling on their tracks. If they get tired they may lie in ambush, and need not whistle so long as they are not moving. The hounds may possibly run past them, but will know by the silence that the hares are still. The objective of the hares is a given spot, half a mile away, then to return to their home without being caught. (The spot must not be known to the hounds.) If the hares are caught, a long whistle blast is given, and all return home when two fresh hares will be sent out. The hares should have some distinguishing mark such as their scarves worn on their heads. There should be some object for them to fetch from their destination and return to their base.

### *Come Along*

All the Cubs but one, form a circle about thirty feet across. The players turn to the right, with arms stretched to shoulder level. The player “out” runs around the circle; after a short distance he gets hold of an arm and says, “come along”! This player falls in behind him, and both run around the circle. The second player then grabs someone and says, “come along”! The one caught falls in behind number two. Continue until about six or eight are running. Then the first runner shouts, “home”, and all must try to get a place in the circle. The one left out is the next runner.

### *Guarding the Tree*

Three Cubs guard a tree, which should stand in the midst of a bush or woods that give good cover. On the lower branches of the tree are hung pieces of rags. The object of the attackers is to obtain these. A ring about twenty yards from the tree is marked out. The attacking Cubs scatter beyond this ring. The three guards stand under the tree and keep a sharp lookout, if they can spot an attacker as he creeps up outside the circle they call his name. He must then stand up and go to a given place before starting out again. If, however, an attacker manages to get inside the circle he can stand up and run for the tree to try and get a piece of cloth. He can only be stopped by being touched by a defender. If he is touched he must retire to a given spot before having another try. If he succeeds he keeps the piece of rag as a trophy, and goes out once more to the starting point and creeps up again. The Cub with the most rags wins.

### *Lost in the Forest*

Many pieces of paper, each with the name of an animal written on it, are needed. If there are not enough names, the animals may be duplicated.

A leader hides the bits of paper over an area with carefully defined and understood boundaries.

## OUTDOOR ACTIVITIES

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The leader tells the Cubs that a lot of animals have lost their memories, and are wandering about in the forest. The Cubs must find them within five minutes.

At the leader's call the pack returns, and one by one the Cubs describe the animal they have found without saying its name. The other Cubs must guess which animal is being described.

### *Kick the Can*

Choose a bushy spot. In the centre of a cleared area, mark out a circle about two feet across, and put a can inside. One Cub is guardian of the can. The Cubs all stand around the circle, and one of them kicks the can out. Everyone then runs and hides, except the guardian, who puts the can back in the circle. Then the guardian goes to look for the Cubs, and whenever he sees one he calls his name, and they both race for the can. If the guardian reaches it first and touches it, the Cub is a prisoner, but if the Cub reaches it first and kicks it, then he may go and hide again while the guardian is replacing the can.

The prisoners stand near the circle, and when the guardian isn't looking, call "rescue". Anybody who is hiding nearby may run out, and try, unseen by the guardian, to kick the can and rescue one prisoner, and they then both run and hide again. Prisoners must remember the order in which they were caught, and be rescued in that order. Only the guardian may replace the can after a kick, and no kick counts unless the can is in the circle. The guardian must go and look for those in hiding, and not stand near the can all the time.

### *Rotten Egg*

For this game you will need a rubber or tennis ball which can be easily caught. The Cubs gather round and each is given a name of a tree, animal, insect, etc. When all have a name, including the leader, the ball is thrown high in the air, at the same time one of the names is called out, and the bearer of that name must catch the ball. When the ball is thrown everyone runs away as far as possible. As soon as the Cub who is called catches or picks up the ball he calls "stop" and everyone halts at once. The Cub may now take three steps towards any player and try to hit him with the ball. The latter may dodge the throw by moving his body, but must not move his feet. If he is hit, he is a "rotten egg" and it is his turn to throw the ball up. If he is missed, the ball is returned to the thrower, all gather round, the ball is thrown up, and another name is called, and so on.

### *Tournaments*

This good old rough-and-tumble game should be played on grass. All the big Cubs are horses and each chooses a small Cub to ride on his back as a knight. They line up. Two lines are formed about twenty yards apart, each knight about three yards from those on either side of him. At a given signal, the pairs trot out into the field and the knights grapple. Every horse and rider that falls must retire from the tournament. The victor is the knight who remains on his horse. Knights may not hit but only grapple. Horses may not fight as they must give all their attention to keeping their knights on their backs and themselves steady.

## OUTDOOR ACTIVITIES

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### *Wizards*

Any number can play this game. One Cub is a wizard and catches any Cub he can. These two hold hands and chase the rest. When a third is caught, he too joins on, and so on until a long line is chasing the two remaining Cubs. The one who remains uncaught wins. Should the time whistle blow, the wizard will have won if there are more boys in the line than are still free. Boundaries should be set for this game as it may become too difficult for those joined together to catch the free Cubs.

### **Treasure Hunts**

For excitement, adventure and loads of fun, plan a treasure hunt. Maps, puzzling clues and the mere idea of hunting for a “treasure” appeal to boys. The experience and adventure of the hunt often prove more exciting than the actual finding of the treasure.

### **Some Hints**

- Use simple clues containing information and material that will be familiar to the Cubs.
- Read the first clue aloud so that all may start simultaneously, and everyone gets the correct information.
- Provide inexpensive prizes such as candy or fruit. If possible, have something for everyone.
- Don't plant the prize too near the start of the hunt.
- It may be necessary for a leader to go along with each six to help interpret clues. What may seem clear to the leader, may stump the Cubs but the leader should help only as a last resort.
- Near the middle of the hunt use more difficult clues to slow down the group so that stragglers may catch up and not be too far behind at the end.
- Make sure that directions are clear before the hunt begins. If possible have typewritten directions available for distribution.
- Make sure that hunters will complete the hunt within a reasonable time. It is wise to set a time limit on the game.

### **Clues**

Clues could be written as simple and clear-cut directions, as interesting rhymes and jingles, in code, in Indian trail signs or made on a crude but accurately drawn pirates' map. Trails should be tested to make sure that clues are not misleading and that they are neither too easy nor too difficult. Much of the fun of a treasure hunt comes from the ingenious way in which the clues are presented and hidden.

## OUTDOOR ACTIVITIES

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### Treasure

The treasure may be simply a box of candy, nuts or marshmallows. Avoid a mad grab for the discovered treasure by substituting a small note or ticket informing the winners to obtain the prize from the leader.



### Treasure Hunt Themes

**Backyard Treasure Hunt** If the hunt must be confined to a backyard, place articles on tree branches, windowsills, fence posts, in the grass, behind shutters, etc. Provide each boy with a pencil and a list of the hidden items with instructions that when the location of an object is discovered, this is to be noted on the list. Secrecy should be the rule throughout; no Cub, on making a find, should tell the others. The player who has located the greatest number of items at the end of the allotted time is awarded the prize.

**Pirate Hunt** — One of the most appropriate themes, especially for hunts at the beach, is a pirate treasure hunt. Use nautical and piratical terms in the clues such as “starboard” and “heave away”, “pieces of eight”, “dead men’s chests” and “Captain Blood”. Bury the treasure in a chest. If the hunters are divided into pirate crews, given black eyepatches and cardboard knives, and taught a sea chantey, the game is more exciting and realistic.

**Story Book Hunt** — Write the clues about story book characters. Each clue may lead to a different character who is represented by a picture of a person in appropriate costume.

**Flashlight Hunt** .— A hunt at night is particularly exciting. Use flashlights to find the way from clue to clue.

**Lollypop Scramble** — Insert cellophane wrapped sticks into the ground over the playing field. Place them, if possible, in an area where the grass is just high enough so that they can only be seen when one is close to them. The hunt begins when the signal is given.

## OUTDOOR ACTIVITIES

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**Scavenger Hunt** A scavenger hunt involves collecting a specified list of objects within a certain time. It is simple to plan, virtually runs itself, and is sure to be a success. The lists are prepared beforehand. The articles do not need to be planted and there are no clues given as to where they may be found. It is up to the hunters to beg, borrow or buy the list of objects and to make all arrangements about returning them, if required. Sixes or groups must leave and return together by the end of the allotted time (not more than a half- hour) regardless of the number of objects found. Rules should permit members of a group to separate if they so wish. However, it is usually more fun if the group stays together.

The objects in the list, which should be given to the groups, will determine the success of the hunt. The number used will be determined by the length of time allowed for the hunt and the rareness of the objects. The more local colour that can be given to the hunt, the more it will be enjoyed. Here are a number of objects which have been used on successful hunts: an egg-shaped pebble, twig letter X, picture of the Queen (a stamp or coin), something alive (an insect), a strawberry, *Reader's Digest*, clean handkerchief, etc.

### Outdoor Winter Fun

Here are some ideas for outdoor winter fun. Try them at outdoor meetings or on hikes. Remember to pay special attention to safety measures including the need for warm and dry clothing. The boys will give you plenty of advice on the need for a good lunch.

**Fox and Goose** — In a large flat area make a circle in the snow about thirty yards in diameter. Inside, make criss-crossing paths in any directions; make some of them dead-end paths. One Cub (the fox) chases the others (the geese) but they must stay on the paths. As Cubs are caught they become foxes and catch more geese.

**Snow Exercises** — Try cartwheels, skipping, leapfrog, hopping, headstand, forward roll and racing in the snow. Very different than in the gym.

**Highway Code** — On a flat area in snow make squares representing blocks separated by streets. Place sticks in snow for stop signs and yield signs. Let the Cubs practise highway code by pretending that they are vehicles such as a bus, truck, motorcycle, ambulance, etc.

**Tree Identification** — During a ramble, tell Cubs about different trees along the way in winter dress. Shape, size, bark and dead leaves give clues. They are more difficult to name in winter, so be sure yourself before attempting this one.

**Winter Olympics** — A day or an afternoon of active competitions can be great fun and can also provide opportunities for completing badge requirements. Include events in skiing and skating that test the boys' speed and skill. Don't forget toboggan races, snowshoe races, jam can curling, obstacle races and individual and team challenges.

**Winter Baseball** — Don't wait for spring, do it now. Play by regular rules but have players on skates.



## OUTDOOR ACTIVITIES

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### Suggested Summer Programs for the Pack

Many Cubs do not go away for a holiday during the summer. Imaginative leaders in a few areas have developed appealing programs to suit their locale and keep the Cubs going for most of the summer.

Such programs make full use of district leaders, the group committee and ladies auxiliary personnel and parents. Leaders usually arrange and “spark” the programs of picnics, rambles, industrial tours, swim parties, historical visits, etc. Quite often a composite pack is formed of Cubs from a neighbourhood working under adults, who rotate from week to week. However, even a regular pack could carry out such a program, if it was only for one month of the summer. Here are three reports of pack summer programs:

#### SUMMER PROGRAM #1

##### The Plan and the Results

A mimeographed program was sent to the parents asking them to pin it up in their son's bedroom.

The program listed five activities:

##### 1. A Learn-to-Swim Campaign

This was a personal project for all Cubs whether at camp, cottage or public pool. The requirements for the Swimmer Badge were listed for the information of parents.

Results — Some of the Cubs did learn to swim on their own with the assistance of their parents.

##### 2. Story-Telling-Reading Sessions

Four mothers agreed to have the Cubs visit their homes on one of four Tuesday mornings to tell or read stories to them. Good books with recommended stories were lent to the mothers. Cookies and soft drinks were served.

Results — The story sessions were popular and successful. Because of varied family holiday periods, there usually were different Cubs at each session. Refreshments were greatly appreciated.

##### 3. Rambles

Three were planned; the group committee and parents were to supply transportation and assistants.

- (a) A Saturday morning tour of the National Museum, Parliament Buildings and War Museum.
- (b) A splash party consisting of an all-day picnic outing to a private beach. Exploring the ruins of an old mill and swimming were attractions on this ramble.
- (c) A train trip to an old town about thirty miles away. Exploring historic sites, picnic lunch, swimming and games were planned features for this outing.

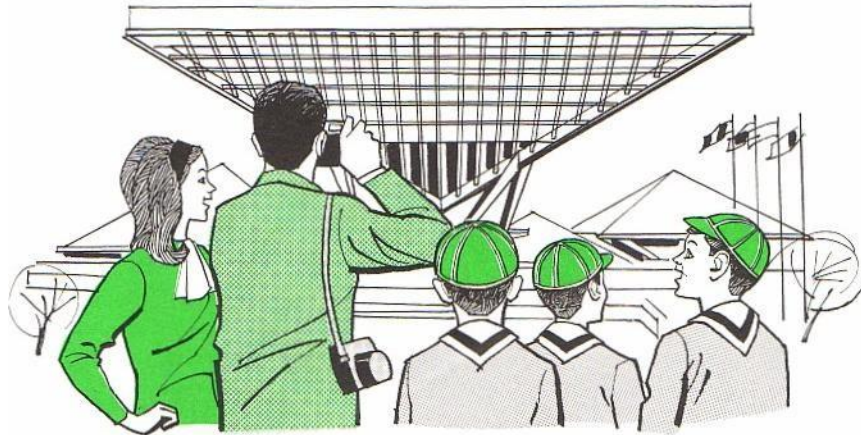
## OUTDOOR ACTIVITIES

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Results — The train trip was the most successful event. A special guest was a smart, alert Sea Scout who went on the trip and was most useful on the program. A welcome at the station and entertainment were provided by a few local Scouts who also acted as guides for the tour.

### 4. Exhibition

Parents were encouraged to take along an extra boy if they planned to visit the annual exhibition.



Results — There were no reports on whether or not other Cubs were invited to go along to the exhibition. A telephone committee of one or two parents could have made this more successful.

### 5. Sixers' and Seconds' Weekend

This was planned as a special treat for the older Cubs to start off the fall season in good style.

Results — The weekend was cancelled due to the inability of the Scouters to get away for the specified time. This was unfortunate as it would have been a grand opportunity to get to know each other better in preparation for the coming season.

Generally, the results were considered satisfactory enough to carry the plan over and repeat it in an adapted form for the next summer.

## OUTDOOR ACTIVITIES

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### SUMMER PROGRAM #2

This leader made up a simple booklet containing the following:

#### a) A Letter to the Parents

Dear Parents,

I would ask for your co-operation and encouragement in this pack summer holiday program, for without it the scheme will not work. It is, in fact, a family activity.

The letter to your son will explain the idea, his part and your part.

Please read the various activities and projects he can complete, and when any one is completed to your satisfaction, then sign against that particular part. I would ask that you keep a high standard — much of the value of this will be lost if your son does not have to make a certain amount of effort to complete any one thing. On the other hand, to demand too much of him may mean he will become discouraged and disinterested.

Not *every* Cub will be expected to complete all the things in this booklet for obviously they are at different stages in their Cub training, and also the boy of eleven has to be catered to as well as the boy of eight and one-half.

If you would like any further information on this, or want to know how any particular part of this fits into the Cub program, I shall be pleased to tell you.

Weekly pack meetings will be discontinued after June 28, and will start again on September 13. This booklet should be returned to me on September 27, along with models, pictures, etc. This allows three months for completion.

I wish you a happy and enjoyable summer.

Yours sincerely,  
Cubmaster

#### b) A Letter to the Cubs

Dear

Although the pack will not be meeting regularly during the months of July and August, there is no need for you to forget all about Cubbing. In fact, the summertime gives you a wonderful opportunity to practise certain star and badge work, to perform good turns and generally DO YOUR BEST.

Listed in this booklet are various activities and projects that you can do during the holidays, whether you are staying at home or going away. When you have completed any particular one, ask your parents to sign against it in this booklet.

## OUTDOOR ACTIVITIES

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Each completed activity or project will earn you points, and in some cases will mean you have passed a star test. The points for the boys in any one six will be added together, and there will be a prize for each boy in the winning six. So ...it's up to you to do your part to help your six win. If, during the holidays, you wish to pass any of the star tests and would like to come to my home, I shall be pleased to see you. A telephone call beforehand might be a good idea — to be sure that I am in and that it will be convenient for you to come.

Have a happy holiday, and I wish you good hunting in our holiday program.

From,  
Akela

### c) A List of Projects

<i>Parents'</i> <i>Initials</i>	<i>Number</i> <i>Completed</i>
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I have made an article using natural materials — such as twigs, cones, stones, shells, etc. This article is to be brought to the pack meeting by September 27.

I have drawn a picture of something I did, or saw during the holidays. This picture is to be brought to the pack meeting by September 27.

I could not swim on June 26.  
Parent check

I can now swim at least \_\_\_\_\_yards, \_\_\_\_\_feet.  
Parent check

I can now swim at least twenty-five yards.

I can now “Duck Dive” (dive while standing in the water or swimming) OR perform a “Honeypot” (jump with arms clasped round knees) OR dive head first.

I can climb a rope or pole ten feet.

I have performed the two Cub exercises every day for seven days.

I have read two books during the holidays.

## OUTDOOR ACTIVITIES

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I have read three books during the holidays, and told my parents what they were about.

I have started a collection. If a nature collection, this should be leaves, flowers, wild flowers, shells, etc.

The collection should be properly arranged, mounted and named and brought to the pack meeting by September 27.

I have successfully laid and lit a fire outdoors, using wood and paper. This can be on the ground (well cleared and free of grass), etc., OR in an incinerator OR in an outdoor permanent barbecue.

I have cleaned and oiled my bicycle at least once since June 28.

I can stand on my head.

I can turn a cartwheel.

I have made a good pot of tea or coffee. Put a check mark each time you do this.

I have learned the telephone number for fire, police and ambulance.

I have made my bed every day that it needed to be made.

I have kept my belongings tidy each day.

At least once a week I have helped my dad with some jobs of work.

At least twice a week I have helped my mother with some jobs of work.

### MARK OFF GOOD TURNS DURING JULY AND AUGUST

1 2 3 4 5 6 7  
8 9 10 11 12 13 14  
15 16 17 18 19 20 21  
22 23 24 25 26 27 28  
29 30 31

1 2 3 4 5 6 7  
8 9 10 11 12 13 14  
15 16 17 18 19 20 21  
22 23 24 25 26 27 28  
29 30 31

I HAVE PROMISED TO DO A GOOD TURN TO SOMEBODY EVERY DAY



## OUTDOOR ACTIVITIES

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### Comments

Initiative rested on the boys themselves and their parents.

Some of the boys misplaced (forgot) their books until late in the season.

Eighteen books were issued: twelve were returned on time; three had to be chased up and three were considered as lost.

Of the three collections made, one was on stamps, one on shells and the other on skulls (of beaver, water rat, etc.).

Boys who benefited the most were sons of parents who were actively interested in the project.

### SUMMER PROGRAM # 3

#### A Letter to all Cubs and Parents

To all Cubs and Parents:

Coming June Events:



Saturday, June 4

Bus tour to Upper Canada Village. Fee is \$1.00 per person for the bus and each adult pays \$2.00 entrance fee.

Cubs go in uniform. If hot, white t-shirts with cap and neckerchief. Rain coats if raining. Each person brings a box lunch for noon, and a snack for 4:00 p.m. Soft drinks in cans will be supplied.

Each Cub is to bring two comic books, with names clearly written thereon, to exchange and read on the way. Meet at 8:30 a.m. at the church hall and we hope to be home by 6:00 p.m. A few adults may go as supervisors, and a few pre-schoolers may go if space permits.

Saturday, June 11

Car trip to a local farm.

Meet at 8:30 a.m. at the church hall in uniform or t-shirts if hot, returning around 11:00 a.m.

Volunteer drivers requested, preferably those who have not already taken their turn this year.

Wednesday, June 15

A tour of Uplands Airport to see the museum and watch the planes landing and taking off. Meeting at 7:00 p.m. at the church hall. Volunteer drivers will again be needed. All Cubs to be in uniform or t-shirts if hot.

Wednesday, June 22

Rally of the three community packs, at Vincent Massey Park.

Program: 5:00 - 6:30 p.m. Family picnics, self contained, if desired. 6:30 - 8:00 p.m. ,athletic and personal fitness for Cubs interested in badges. Nature trail for remaining Cubs. 8:00 — 9:00 p.m. Joint campfire program.

## OUTDOOR ACTIVITIES

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All parents, brothers and sisters are invited. If transportation needed, please call me early in the week.

These are the closing events for this season. On behalf of the leaders, I would like to say thank you to all parents who have helped in any way as drivers, examiners, etc., during the year. Our progress is excellent, but it is largely due to the fine co-operation by the many people in our Scout families.

Cubmaster

### SECTION 2

#### EXPLORING NATURE

##### Purpose and Values

Exploring nature should be an exciting, adventurous journey into the world of plants and animals, rocks and minerals, the weather and the sky. Expeditions and explorations disclose the interesting and important things about blades of grass, spider webs, hawks, paving stones, eroded hillsides, flight of birds and the majesty of the night sky. With “watch living things live” as a password to nature, eyes are opened wider on field trips, gardens are planted and experiments made with seeds and seedlings; trees are adopted and caterpillars, pollywogs, pet dogs or any of a thousand other living things are watched day by day. Nature activities include games, music, play acting and the fun and skill of making things: bird houses, feeding stations, plaster casts, designs from nature, use of visual aids, etc.

An interest and love of nature may help curb vandalism. Few people destroy the things they respect and care about. Boys may not be so prone to break tree branches, kill harmless insects, pick flowers or take eggs if they have learned an appreciation of the wonders of nature.

This section follows naturally on *Outdoor Meetings and Activities* for the two subjects are closely related. How to make greater use of nature activities in regular pack work will be outlined.

The leader’s job is, as always, to provide the opportunity and to interfere as little as possible. Books, libraries, museums, experts, etc., are available with reference materials and advice. Leaders need not have a deep knowledge of the subject but do need a genuine interest and sense of wonder to inspire and give the example to boys. Get the Cubs out to do active exploring, encourage them to ask questions, to wonder at the beauty, colour and movement of nature, to wonder at the part they themselves play in nature, and perhaps to further realize God through nature.

##### How to Go About the Job

Do the discovering in the out of doors as much as possible. Natural objects in their natural setting are ideal subjects for observation. In order of their value in nature programs, here are some ways of “discovering” nature:

## OUTDOOR ACTIVITIES

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- (a) Going outdoors to discover natural objects in their natural setting, whether they be plants, animals, rocks or stars.
- (b) Bringing living animals and plants from their natural setting or raising them in an environment built for them.
- (c) Handling stuffed animal specimens or examining pressed flowers.
- (d) Looking at coloured pictures of birds, animals, rocks and stars.
- (e) Just talking about them.

Base the program on doing things rather than on hearing things. Let field trips and in-town excursions be the core of the program. Add nature museums, nature trails, collections, gardening, nature handicraft, games and all other “doing” activities.

Observe everything. Have the Cubs use all their senses in discovering what is interesting and important about each thing they see. Use not only sight and hearing but also the somewhat neglected senses of taste, touch and smell.

Take full advantage of what the moment or season brings. If on starting out on a bird walk the Cubs find an ant hill or a ground hog at work have them stop and watch.

### Ask Questions

Asking intelligent questions to which the boys can discover the answers, is one way to arouse interest. A list made out in advance of the things which might be found or which are being sought on a ramble, will keep everyone on the alert to make a discovery. “There are five kinds of spider webs. How many can you find?” “Insects have six legs. Is a spider an insect? Find one and see.”

### Be Selective

The world of nature is far too comprehensive to try to absorb all of it at once, so limit the field of interests. This can be done by selecting and exploring a specific area such as a beach, marsh or lake. It can also be done by emphasizing certain themes such as trees, birds or insect collecting.

### Where to Go

Hills, mountains and woods provide contact with trees, flowers and ferns. On meadows, fields and roadsides will be found many insects for collecting or observing.

Streams, lakes and ponds provide wonderful opportunities to observe water life. Cubs can watch or wade in to collect and touch.

## OUTDOOR ACTIVITIES

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In marshes look for bird and animal life. How are cattails used? If grasses or reeds suitable for weaving mats are found, collect some to take home.

Examine the sand on beaches. How was it made? Why are the pebbles round?

Every city boy should visit farms and dairies, for it will be as novel an experience to him as a visit to the zoo.

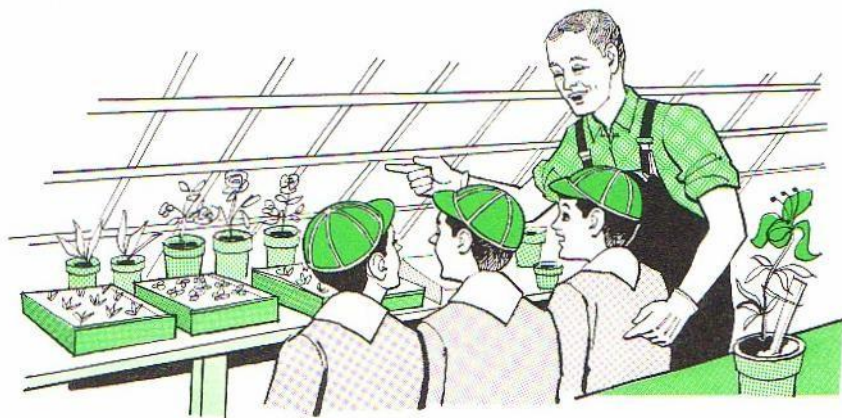
### Themes for Rambling

#### *Star-Gazing Parties*

Select a moonless night and find an open meadow or hill. The Cubs lie on their backs on groundsheets and explore the sky. Find the Milky Way, the first magnitude stars, the major constellations and the North Star. Use a focusing flashlight turned to its narrowest beam of light to “lay your finger on the stars” in pointing out the constellations. Have the boys tell the myths of the major constellations. Keep the group small and do not stay too late or try to teach too many constellations at once. Use parents on this project.

#### *Nurseries, Greenhouses*

Trips to nurseries and greenhouses, garden sections of department stores, florists and public and private gardens will help would-be gardeners to learn much about the how, why, what and where of gardening.



#### *Stores*

Shopping centres contain a wide variety of stores. Properly approached, the proprietors may be interested in showing the Cubs their stock and answering questions. At fruit and vegetable departments, Cubs will find what parts and kinds of plants they eat; at the shoe store, which animal hides are used in shoes and how they are prepared; at the jewellers, what the various precious stones look like, where they are found and how they are cut.

## OUTDOOR ACTIVITIES

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### *County Fairs*

Visit county fairs, exhibitions and agricultural shows to see interesting exhibits.

### *Neighbourhoods*

Factories, foundries, mills, canneries, bakeries of all kinds, etc., will show how man makes use of natural products.

### *Museums*

Go to museums armed with questions which have arisen during nature activities. If the boys are eager to track down a certain rock, or find out whether the bat which flew past on the return from a hike has fur or feathers, the trip becomes more exciting than if they just wander aimlessly through rooms and rooms of display cases.

### *Zoos*

If there is a zoo, it is one of the first places to go, for here the animals are alive and moving and are far more valuable and interesting than their stuffed brothers in the museum or those pictured in books.

### *Botanical Gardens*

Having explored the trees and other plants in camp, park or playground, boys will find many other kinds to study in the botanical gardens.

### *Pet Shows*

Many communities have periodic shows which make interesting visits for the Cubs. Find out if there is a dog show (there will be unusual breeds), a cat show, a horse show, flower show or hobby show and when they will be held. Perhaps the district could have its own pet show.

### *Stories to Read and Tell*

Reading or telling stories can play an important part in exploring nature. Learn a few simple ones for emergency use on a rainy day at camp, at an indoor campfire, in the story hour or as the group rests on a hike. It is not necessary to depend on fiction for interest and glamour. In nature, truth is often stranger than fiction, so select authentic unsentimental stories. Indian and pioneering stories and the myths of the stars also have a place as well as animal stories. Let the Cubs occasionally tell their nature experiences at story-telling time. Allow them to pantomime or play act the Indian legend of the *Big Bear* or *The Corn Goddess*.



## OUTDOOR ACTIVITIES

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### Nature Games

#### *Roadside Cribbage*

Each Cub picks up ten small stones which he carries in his hand or pocket. As the pack hikes along, the leader points out some nature object. Everyone tries to identify it in his mind. Then a volunteer is called upon to identify the object. When the correct name is determined, all those identifying it correctly in their minds may drop a stone. The one who has dropped all his stones first wins.

#### *Number One Man*

This game may be played if the group does not exceed fifteen in number, and if it is convenient to hike single file. Large groups may be divided into parties. The leader heads the file and points to some plant or other object, turning to the first in line and asking its name or something about it. If the first Cub answers correctly he retains his place as number one man, if not he must go to the end of the line. Number two is then given a chance to answer. If he fails he goes to the end, and so on. The object is to be number one man as long as possible.

#### *Touch Recognition*

This can be played either indoors or out. Collect a variety of objects such as seeds, leaves, fruit, feathers, shells, vegetables or soils. Blindfold one or more Cubs and give each of them thirty seconds to feel each object and write it down or give the answer.

#### *Game of Smell*

Let each six select its best “smeller”. Blindfold and allow each “smeller” to smell, but not touch common objects with distinct odors, such as mint, wintergreen, balsam, pennyroyal, onion, skunk cabbage, parsnip, sassafras, spice bush, kelp, moist earth and so on. Indoors, use fruits and vegetables such as tomatoes, apples and oranges, flowers such as the rose and spices from the pantry shelf.

#### *Game of Taste*

Like the games of touch and smell, this game must be played only with objects which are known to be absolutely safe. If there is any doubt don't use the object. Store or garden products such as rhubarb, sugar, salt, clove, cinnamon, radish, peach and cabbage are all good objects. The Cubs are blindfolded and then taste the various substances. If the shape will help give away the answer, as with radishes, for example, serve only a small slice.

#### *Sounds*

While resting on a ramble, ask each Cub to write down every sound he hears during three minutes. The list will vary considerably, and it will be fun to see who has the sharpest ears.

## OUTDOOR ACTIVITIES

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Sounds could include the rustle of leaves in the wind, the chirping of a cricket, several bird songs, a snapping twig, the breathing of the group and many others.

### *Nature Scavenger Hunt*

Make a list of objects to be brought in — specific rocks, leaves, insects, seeds, four-leaf clover and so on, and let the sixes or groups, each with a list and a bag, see how many of the objects they can find within a certain time. The group with the largest number wins. Don't ask for things that should not be picked. As a variation, ask for twenty-six objects, each beginning with a different letter of the alphabet.

### *Trailing*

Let two boys go off cross-country in the woods, walking carelessly, scuffing leaves, bending twigs and leaving footprints. After fifteen minutes let the other Cubs try to track the trail makers, following the slight clues they have left. The trail makers have a watch and sit down after fifteen minutes. The first to find them is "it" next time the game is played.

### *Good Turn*

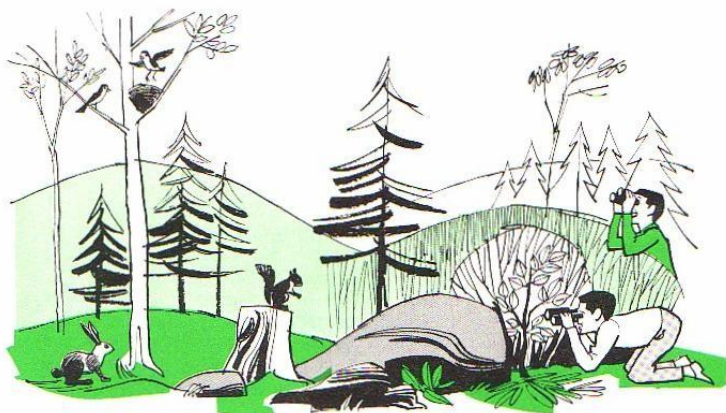
Set aside fifteen minutes on a ramble for a good turn. Each Cub is to do a good turn in the area in that time and report on it or show it to the group. Clearing the trail of dangerous stones, burying trash or debris left by picnickers and removing a branch fallen on a plant all constitute good turns.

### *Constellation Contest*

Divide the pack into two or more groups. Let each select a Cub to make the first constellation. Then announce the name of a constellation familiar to the Cubs. It is to be made on the ground, using pieces of paper or pebbles for stars. The group whose representative makes the most nearly correct pattern wins a point. Another Cub from each team is then chosen to do the second constellation.

### *Nature Alphabet*

Divide the pack into groups. Give group number one the first five letters in the alphabet, group two the next five and so on. Each group is to go out and find something in nature that will represent each letter which it has, and then bring them back. For instance an apple for A, buttercup for B, rock for R, toad for T. Some of the letters will be extremely hard to find, or as hard to bring back.



## OUTDOOR ACTIVITIES

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In half an hour, the group returns and arranges the nature alphabet in order.

This game is fascinating and is indeed a reward for the keen observers. If a longer time for this game is desired, have them see how many different things can be found to represent each letter.

### *Nature Collections*

Send sixes, or small groups, out to study and collect specimens about some particular aspect of nature, but keep it simple, e.g., trees, ferns, birds, butterflies. Keep away from things such as grasses, fungi, etc., which interest adults more than most boys. If possible make sure that one group has the fun of collecting insects and, above all, exploring a pond.

### *Natural Craft Materials*

Natural craft materials may be found on or about most wooded areas. Using imagination and initiative, the craft leader can make good use of such materials.

Here are some suggestions:

- Corn husks, cat tails, grasses can be gathered when full grown and hung for drying. Moisten them for use, experiment with dyes if you wish colour and use for weaving or braiding.
- Cat tail or milkweed pod fluff can be used for stuffing toys.
- Nuts and acorns can be cut with a saw (carefully) and used for earrings, neckerchief slides, brooches, bracelets, place cards and other novelties.
- Willow can be used for whistles.
- Clay may be fired and glazed. Small clay deposits often occur in sandy areas.

### *Some Other Things to Do*

#### *Preserving Autumn Leaves*

Melt some paraffin. Pick up a leaf by the stem and dip it into the melted paraffin. Cover both upper and lower surfaces. Allow excess to drop off and let the paraffin coating harden. Then place the leaf on a sheet of wax paper.

If care is taken not to rub off the paraffin, these decorative leaves will retain their colour for a long time. Use small strips of scotch tape to mount them in a scrapbook or on cardboard and cover with cellophane, or mount between two pieces of cellophane.

## OUTDOOR ACTIVITIES

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### *An Experiment with Seeds*

Place some radish seeds on a blotter in a saucer. Wet the blotter and cover the saucer with a piece of glass. In a few days radish plants will start from the seeds.

### *Carrot Plants*

Cut off all wilted leaves from the top. Cut off about two inches from the large end of the carrot. Set the carrot, top side up, in a shallow bowl or dish. Place pebbles or small stones around the carrot to hold it in place and add contrast. In a short time feathery new leaves will grow out of the top. Keep the pebbles moist.

### *Beet Plants*

Beets are planted like carrot dish plants. Cut off about an inch of the top part of the beet, retaining the leaves. Trim the leaves. Plant the beet in pebbles, stones, sand or soil and keep well moistened. Mottled green and purple leaves will soon appear.

### *An Egg Box Specimen Case*

For a small collection, pressed cardboard egg boxes make excellent containers. A key showing the position of each item in the case can be pasted on the cover.

### *Attracting Birds*

Attract birds to the yard by providing a shallow pool where they can drink and bathe. The lid of a garbage can makes a good drinking and bathing pool. A large clay saucer such as is used under very large flower pots or a shallow granite pan will also do. Since birds of the back yard are splashers, not swimmers, the water should not be more than about two inches deep.

The sound of dripping water is very attractive to birds. Build a tripod by tying three poles together at the top. From the center hang a can with a small nail hole in the bottom. The can is filled with water which drips out slowly and falls into the bird bath.

Put the pool in the sun or open shade where it can be easily seen but out of the way of cats.

### *Outdoors Through a Magnifying Glass*

There is a world all around us that we rarely ever see. It is made of amazing things but they are so tiny a magnifying glass is needed to see them.

Use a magnifying glass to look at:

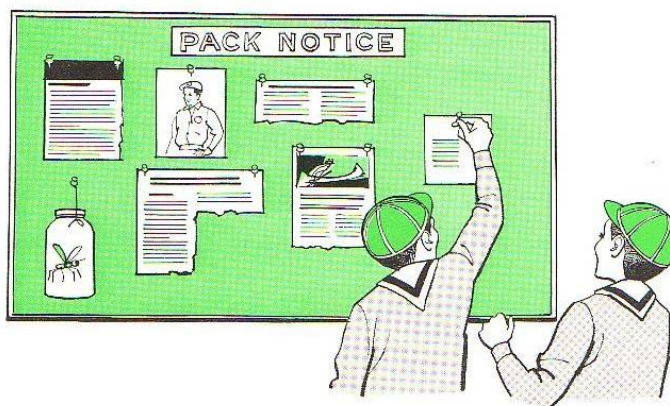
- The eyes of a garden snail and at its mouth as it crawls along the side of a drinking glass. Try to see the teeth on its tongue. Watch the snail's breathing pore open and close (on the underside against the shell). Watch its heart beat through the shell.

## OUTDOOR ACTIVITIES

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- Snail eggs laid on the side of an aquarium. Watch them develop.
- The inside of a flower,
- Insect eggs laid on leaves or the bark of trees.
- The head of a caterpillar.
- A spider sitting at the center of its web. Count its eyes. Watch it spin.
- A fly's eyes.
- A butterfly's or a moth's head.
- A snowflake. Do this outdoors while it is snowing. Look at a flake against the dark sleeve of your coat. Frost on a window pane.
- The nursery of a mud-dauber or a paper wasp.
- A honey bee in a flower. Watch the worker bee fill the long hairs on its hind legs with yellow pollen.
- A cricket "sing".
- Seeds, rocks, bulbs.
- The underside of a mullein leaf.

There are endless numbers of things to look at. Even an inexpensive magnifying glass will show a lot. The more times the glass will magnify, of course, the more wonders will be seen. For a small price you can get a magnifying glass (often called pocket lens) that will magnify seven or ten times.



### Use the Notice Board

The notice board whether in camp or at the meeting hall is a good place to post notices, as everyone, sooner or later, pauses here to check the latest news. It is not difficult to make boys bulletin-board conscious. Post colourful, illustrated, interesting items, change them often, and refer to them in the announcements. Soon everyone will be pausing to read the latest discovery, activity, or plan that is posted.

### *What to Advertise*

Pictures from magazines, seed catalogues, inexpensive booklets, newspapers and periodicals, illustrating some seasonal or local nature fact or story should be posted.

## OUTDOOR ACTIVITIES

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Drawings, photographs or prints made by the Cubs, original stories and reports on discoveries also have a place there.

“Come and See” or “Have you Noticed?” notices announcing exciting things to see and where to go to see them. At camp it could be to the museum to see the pollywogs’ new legs, or in town, to the corner of such-and-such streets to see the lindens in blossom. Here, too, seasonal nature events may be announced. “Which trees will be the first to blossom?” “Robins should be back soon. Keep an eye out for them.” “Note the tree silhouettes now that the leaves are off. How many types?”

Hang natural objects on the board to balance the paper work. Put a shelf at the bottom for rocks or shells. Hooks at the top or sides will allow “finds” to be hung on strings, and a small bottle or a test tube hung by the neck and filled with water will allow a living flower, fern or grass to be displayed.

Here are a number of interesting facts, questions and answers on nature subjects. Type them on cards and post one or more on the bulletin board. Change the cards frequently.

- Why are bulls particularly excited by the colour red? They aren’t. Bulls are colour blind.
- Is it true that an elephant never forgets? Well not really. What is true is that elephants have much longer memories than most animals. They remember, in particular, a ny injury done to them. If an elephant has been done harm by a man then sees him again years later, the big beast may blaze up in a renewal of hatred.
- Can a toad give you warts? Toads give off a slightly irritating substance which discourages predatory animals from eating them, but the substance cannot cause a wart.
- Are snakes slimy? No. Snakes, one of the most fastidious kind of animals, are as dry and inoffensive to the touch as a smooth- bark tree.
- How many stars can we see? We are able to see about 3,000 stars with the naked eye, though not all of these are visible at the same time.
- What makes the stars twinkle? We see the stars through atmosphere which is why they seem to twinkle. Actually, they shine with a clear, steady light.
- Does anybody live on the moon? We know definitely that there can be no life on the moon, for the moon is without air and water. What appears to be a face on the moon are the mountains, craters and vast plains of its surface.
- What is the busiest animal? The beaver is considered the busiest of all animals. He is constantly in action, building, storing food and, sometimes, playing.
- Can any bird fly backwards? The humming bird can not only fly backwards but can also remain stationary in mid air.
- What is a Piranha? The Piranha is a flesh-eating fish though only four inches in length. Their teeth are as sharp as razor blades.
- Do dragonflies sting? Dragonflies do not have stingers and so cannot sting.
- How much light does a firefly give off? The “cold light” given off by the firefly is ten times as efficient as an electric light.
- How many bees would it take to produce one pound of honey? More than 1,000 bees must work an entire lifetime to produce one pound of honey.



## OUTDOOR ACTIVITIES

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- What is lightning? Lightning is the electrical discharge from the sky passing between two clouds, or between clouds and the earth.
- What is thunder? Thunder is the sound caused by the disturbance of the lightning, an electrical discharge between two clouds or between clouds and the earth.
- How much of an iceberg is below water? Icebergs are nine-tenths below water and it may take many years to form one.
- What shape is a snowflake? Snowflakes are all different, there are no two shapes alike.
- How can we tell the age of a tree? As each tree grows older by the year it also grows bigger by adding a layer of wood around its trunk. By counting these layers of wood when the tree is cut down, we can get its approximate age.
- How does the witch-hazel plant seed itself? The witch-hazel plant shoots its seeds into the air like bullets from a cannon. It blooms only in winter.
- What is a hornet? A hornet is the largest and the nastiest member of the social wasp family. It has a powerful sting and kills hundreds of harmful insects and bugs daily. It is especially fond of horseflies. Its appetite is so great that its daily diet consists of many times its own weight in dead insects.
- How much can an elephant carry? It can carry 1,200 pounds or pull fifty men. It can also pick up a tree or a needle with its trunk.
- How does the grasshopper make music? The grasshopper is a fiddler. He uses his stiff wings as a fiddle and his hind legs as bows.

### What Do Your Cubs Know About *Bats*?

Q. Where do bats spend the winter?

A. Within a hollow tree, cave or protected place.

Q. Do bats move around during the winter?

A. No. They sleep and awaken only when insects become active in the spring.

Q. Do bats fly fast?

A. Yes. Swifts and swallows are the only birds which fly as fast and can turn with such ease as bats.

Q. How many young do bats have?

A. One.

Q. What does the mother bat do with her baby while seeking food?

A. She often takes it with her and during the flight it clings to her neck.

Q. What does a mother bat do with her baby if she does not want to take in on a flight in search of food?

A. She hangs it on a twig by the little hooks attached to the small feet which project from the wings and are used by all bats when resting.

Q. How do bats collect their food?

A. Like swifts they fly with the mouth open.

## OUTDOOR ACTIVITIES

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Q. What other method of capturing insects do bats have that no bird has?

A. They double up their wings like an apron, scoop up insects, reach down and eat them.

### Some Further Suggestions

Suggest to the Cubs that they explore their gardens or backyards with flashlights and report their discoveries at the next pack meeting.

Encourage the use of pocket magnifying glasses and field glasses.

Have the Cubs work for the Observer, Gardener and other outdoor badges.

Use parents to guide and advise their sons who are working for the Gardener Badge.

Encourage the collecting of natural and unusual objects for the Collector Badge. Examples are soils, sands, weeds, tree barks and leaves, insects, feathers, coloured stones, shells, Indian relics, etc.

Build bird houses, bird baths, bird feeding stations; their real value comes when they are put to use.

Do nature handicrafts — pine cone ornaments, foot or animal print casting, leaf spatter prints, willow whistles, natural wood napkin rings, shellcraft.

Plant trees and have each Cub adopt and be responsible for one tree.

Check and record shrubbery in the community as to type, rate of growth, etc.

Encourage dads to take their sons fishing.

What about berry picking as a pack or family project?



Use films, slides and visual aids available from government agencies, conservation authorities, fish and game clubs, etc.

Invite veterinarians, miners, engineers, fishermen, librarians, florists, jewellers, furriers, pet-shop owners, etc., to attend pack meetings and go along on rambles.

# OUTDOOR ACTIVITIES

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## SECTION 3

### CAMPING

#### Purpose and Values

Camping provides situations for boys to think and do and learn for themselves. It is an ideal place for boys to put into practice the concept of “discovery learning” mentioned in *Pack Operations*.

Real- life situations occur naturally in a camp setting and provide opportunities for boys to achieve success through meeting and coping with such situations.

Social adjustments are developed through:

- Learning to work and play together, e.g., hiking, eating, etc.
- Sharing in making group decisions, e.g., planning projects. etc.
- Assuming responsibility as a member of the group, e.g., recognizing the rights of the minority along with majority rule.
- Developing leadership and fellowship skills, e.g., leading in some activities, following in others.
- Developing concern for the safety and welfare of others, e.g., the buddy system of swimming.

Boys recognize and learn to live in a natural setting through:

- Learning to recognize natural characteristics of the camp, e.g., water front, nature trail, mountains, meadows, etc.
- Learning about plant and mineral life, e.g., the raccoons that raid the garbage dump, flowers, trees and rocks.
- Learning about conservation, which is the wise use of natural resources.
- Learning about the major physical forces, e.g., erosion, thunder and lightning, wind, and how to cope with them — dams, wind breaks, etc.

Boys learn to take care of themselves through:

- Developing a greater understanding of their own bodies and bodily functions, e.g., proper diet, sleep, personal cleanliness, etc.
- Developing a sense of security in things they can do, e.g., climbing trees, swimming, boating, out-tripping, etc.
- Developing a healthy outlook on sex education by observing and asking about the young of rabbits, raccoons, insects, birds, etc.

Creative activities are catered through:

- Appreciation of beauty in the outdoors.

## OUTDOOR ACTIVITIES

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- Recognizing ways they may contribute to the beauty, e.g., care of trees, flowers, clearing streams, etc.
- Varied opportunities for creative expression in sketching, photographing, modelling, etc.
- Participation in activities such as sing-songs, campfires, pageants, etc.

Also boys need to be helped and encouraged to make wise use of leisure, which, in their adult life, is likely to be much greater than it is now. This can be done through:

- Encouraging them to develop skills in planning leisure activities, both on an individual and group basis.
- Getting them to assist in the planning of full, well-balanced camp programs that challenge their skills and satisfy their needs.
- Recruiting and using talented, creative, virile individuals as staff or visitors who recognize needs of boys and can encourage them to grow.

### Why Cub Camping

Let us consider Jim, a typical Cub. Jim doesn't have to be sold on the idea of camping with the pack. From the moment the idea is first mentioned, he will look forward to the thrill of living outdoors; the fun and excitement of the swimming and games; the adventure of hikes to new and different areas and the songs and stunts around the campfire. Camp to Jim will be a happy and wonderful experience.

How about Jim's parents? Their first concern is that Jim will have a safe, happy, healthy holiday in the open air and, in the process, make a start towards learning to live and take care of himself outdoors. Secondly, they recognize that Jim needs the experience of being away from home, perhaps for the first time in his life, and of having to get along with a group of boys his own age for twenty-four hours a day.

Leaders can look forward to the opportunities which camp provides in developing a happy spirit in the pack, for coaching the boys in activities such as swimming and taking advantage of the unique opportunity that camping presents for the study of the boys as individuals. B.-P. said, "In camp you will learn more about the Cubs, in a few days, than in many months of ordinary meetings."

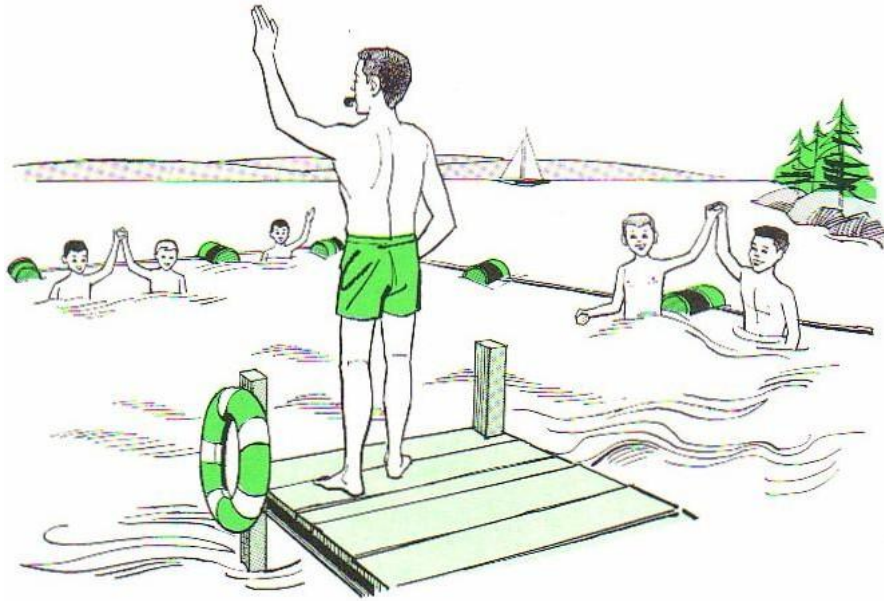
### Planning and Organization

A successful camp requires careful thought, planning and detailed organizing well ahead of the camping season. Leaders are responsible for the safety, comfort and health of the Cubs. They must not let the boys suffer by reason of inexperience or lack of planning. Learn how things ought to be done, plan everything beforehand, arrange every detail, leave nothing to chance and, as far as possible, provide against accident or emergency.

Regulations for Cub camping will be found in *Policy, Organization and Rules*.

## OUTDOOR ACTIVITIES

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Cub camping requires preparation, imagination and hard work on the part of those responsible but the results which can be achieved are well worth the effort required. Camping is a most worthwhile pack activity.

Local conditions will need to be considered in preparing for camp. This includes planning on tents vs. huts, campsites, swimming, cooking and so on. Successful leaders take full advantage of local conditions and make such conditions work for them and not against them. The fact remains that any pack, when planning a camp, cannot help but have those plans influenced by factors such as the availability of leaders, finances, equipment and campsites.

### Leadership

The first requirement for a good Cub camp is an adequate staff of adult leaders. Excluding Akela, each camp requires one Scouter or adult for every six Cubs. Even the smallest camp must have at least two adult leaders. Never take Cubs to camp without assistance. It may be possible to run a camp in some fashion single handed if everything goes well, but if anything goes wrong the leader will be placed in a difficult position.

Akela and preferably one or two of the other leaders must have had previous experience in camping with Cubs. The completion of the Wood Badge Course by all Scouters could be of great help to them in running a Cub camp.

Quite as important as the number of leaders at camp is the effectiveness with which they are used. The operation of the camp can be divided into sections with a person completely responsible for each. The planning and organization of a good camp involve much work and Akela needs to recruit his staff well ahead of time so that the work may be planned and shared.

## OUTDOOR ACTIVITIES

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One popular plan is as follows:

- a. Camp Routine
- b. Daily Activities
- c. Catering, Cooking and Stores

One advantage of this sharing-the-work system is that the leaders will have the time to study and get to know the Cubs in different situations.

Those in charge of routine and activities should normally be Scouters, but the cook need not be. In a large camp, and if the budget will stand it, a professional cook may be engaged. Perhaps the ladies auxiliary can arrange for one or two mothers to be responsible.

In the case of a camp fairly close to home, arrange to bring in two Cub mothers per day, from 10 a.m. to 7 p.m. Transportation of the mothers to and from camp should be handled by the camp committee. In this case, of course, one of the leaders would have to take over the stores tent.

While camp is in the planning stage, the enthusiastic help and backing of the group committee is required. If the camp is to be worthwhile, the leaders must have strong and active support from both the group committee and the district commissioner and his staff.

The longer the camp, the more skill and experience the leaders will need to have. Initially, don't plan on a camp of more than four or five days, and for a pack's first camp, a long weekend may be enough.

### Activity Leaders

A few carefully selected teenagers to act as service staff can make a real contribution to the success and happiness of the camp. If possible, get Scouts or Guides. You will know what to expect of them, and they will be familiar with camping procedures.

Be sure, in any case, to choose those who will set an example of good camping, cheerful co-operation, and a sound sense of responsibility. Cubs notice the lack of such things very quickly.

At camp, the service staff should have their own section of the site, and be organized as a small task group(s), being responsible for jobs assigned to them.

Impress on activity leaders the importance of encouraging and accepting emerging leadership from among the campers.

### Types of Camps

One of the factors which has helped Cub camping has been the development of district, regional and provincial council's campsites.

Some districts organize camps which a Cub may attend as an individual, with the consent of his



## OUTDOOR ACTIVITIES

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Cubmaster. A variation of this is the camp where all arrangements are made by the district, including site, meals, sleeping quarters, etc., but where packs attend camp under the supervision of their own leaders, who are responsible for the Cubs and for the supervision of the program.

Another type is one where the district provides the campsite, sleeping quarters, a kitchen and perhaps a camp warden, but the individual packs arrange transportation, cooking and catering in addition to the program.

Of course many fine camps are organized in their entirety by individual groups, with the Cub camp either preceding or following the regular troop camp and using the same equipment. The capital cost of the equipment for a good camp is far beyond the financial resources of a Cub pack, and where camping is carried on by an individual group, strong support from a very active group committee is required.

### Campsite and Equipment

Choosing a campsite is not usually a problem since most packs camp either on a group, district, regional or provincial campsite. In general, a site for a good Scout camp is also suitable for Cubs, with the proviso that special consideration be given the questions of accessibility, convenience, and wet-weather shelter.

A good-size permanent building or a marquee is a necessity for use in inclement weather.

In general, huts are better than tents for sleeping purposes. However, the Cubs will get a much bigger thrill from sleeping in tents. A practical advantage is that tents can be easily moved around. For example, on any given site the best layout of sleeping quarters for a Scout camp is seldom the best for the Cub camp which may precede or follow it, and moving the tents between camps helps to give the grass a rest.

A wall tent complete with a fly and a wooden floor, with at least a two- inch air space between the floor and ground, is best for Cub camping. The wooden floor is less comfortable for sleeping than a ground sheet on top of the earth but Cubs roll around too much and just can't seem to stay on individual ground sheets.

Large ground sheets covering a whole tent floor are seldom reliable. Most Cubs seem to have hobnails in their shoes.

Folding camp cots are recommended but are expensive and take up much room. Ticks (palliassees) are inexpensive and quite satisfactory, and may be considered a necessity. Be sure that Cubs don't overstuff them with straw. Inexpensive air mattresses are now readily available.

Carefully consider the location of tents, kitchen, dining shelter, etc. The staff should visit the site some time before camp and make a sketch plan for the advance party showing the layout of the camp.

## OUTDOOR ACTIVITIES

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Sleeping tents should face south or east and be on fairly high ground, but not right at the top of a hill. The site itself should be quite open and backed up by trees. Don't pitch tents in the bush.

Pitch the dining shelters and kitchen, washing places and latrines, on the lee side of camp, not too close as the prevailing winds may fail to prevail. Also choose locations for the flagstaff and council fire.

### Keep Friends Together

A Cub camp is organized in "sixes", each six in its own hut or tent. The actual number in the six will depend on the size of hut or tent. Five, or at the most six in a 10' x 12' tent is plenty and possibly eight to twelve Cubs in a hut with double-tiered bunks.

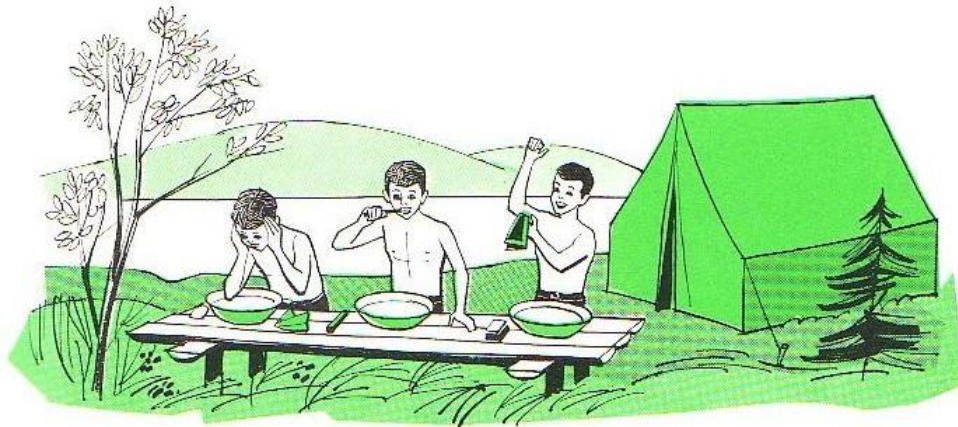
Don't crowd the boys. Overcrowding leads to disturbed sleep and a ventilation problem. Cubs with plenty of room are less likely to mislay their gear by day or to kick it out into the night.

In selecting "sixes", keep friends together as much as possible.

### Health and Hygiene

Health is a most important consideration in planning a camp. The leader's responsibility in this matter is great. Parents have a right to expect that every precaution will be taken to ensure that their son will return from camp happier and healthier than when he left home. Camp health and hygiene is well covered in Scouting literature.

Cleanliness is the most important factor in camp hygiene, and the leader's example is half the battle. The other half is the provision of proper facilities. Because Jim doesn't wash his neck at camp, doesn't mean that he doesn't do so at home. There is a great contrast between the convenience of his bathroom at home and the primitive nature of washing arrangements at most camps. Naturally, he takes a little coaxing. Again, Jim has probably been regaled with stories to the effect that at camp, soap is stuff you wash dishes with.



## OUTDOOR ACTIVITIES

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Keep in mind the story of Philip who arrived in camp on Sunday. On Wednesday he called home and asked his mother if she could come out and visit him.

“Are you homesick to see me?” she asked. “No,” he explained, “but I’ve run out of spending money.”

“Didn’t you find that fifty cents I put in your pack?” asked his mother. “No, where did you put it? — I’ve been through everything,” replied Philip. “In your plastic soap dish under the soap,” replied the mother.

Provide proper washing arrangements with plenty of water and wash basins, sheltered if at all possible, with a place for each Cub to keep his toilet articles (not in his kitbag) and proper clothes lines and there will be little difficulty in sending Jim home scrubbed and shining.

A relatively civilized type of latrine is best for a Cub camp and it should be properly shielded and ventilated, kept scrupulously clean, disinfected and deodorized. Each latrine must be inspected daily to ensure good sanitary conditions. If the main latrines are some distance away, wet latrines should be provided for night use, within twenty- five yards of the sleeping quarters, and well marked with a lantern. There must be enough latrines to serve ten per cent of the campers at one time.

Grease pits for the kitchen and washing places are a necessary part of the sanitary arrangements and an incinerator is most useful. Each tent or hut should have its own receptacle for waste paper, orange peels, etc. Tidiness around the site is important, and leaders must do their part by providing the receptacles and setting the example.

Fresh air is another important point. This is no problem in the daytime, but at night a compromise between problems of ventilation and mosquitoes may have to be arranged.

The supply of safe drinking water must be ample and convenient and must be certified by the public health authorities.

### Medical Attention and First Aid

A medical examination of each camper should be made a few days before camp. This is another job for the group committee. Arrangements must also be made for medical attention at camp in case of illness or accident beyond the capabilities of the camp staff.

Cubs whose medical backgrounds indicate that they will require a lot of special attention should not attend camp. Discuss doubtful cases with the pack’s medical advisor.

One of the leaders must be thoroughly familiar with first aid and should be provided with a complete first aid kit and a special hospital tent/hut with a cot(s), a table and chairs. He will have many things to treat which are beyond the bounds of ordinary first aid and will have the responsibility of keeping tab on the health of each Cub.

## OUTDOOR ACTIVITIES

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A few Cubs will invariably make themselves sick, either by eating too much or too quickly. When they have gotten rid of their dinner and have had a few hours sleep, they will be as good as new and may even have learned a lesson in self control.

Cubs must report all cuts, ailments, etc., no matter how trivial to the first aid leader. This may have some unexpected results. John will report so many imaginary hurts that he will get to be a nuisance. As this is probably just incipient homesickness, a band aid and a joke or two will send him away happy and comforted since all he really wanted was the attention. Jim, on the other hand, will wait till his throat is so sore that he can't eat before he will admit that anything is wrong. In both cases the first aid man has a wonderful chance to get to know each Cub.

Socks sometimes present a bit of a problem. Jim is likely to wear them first thing in the morning when the grass is covered with dew and get them wet. If he doesn't wear them you may have to contend with chafed heels. Ankle socks, changed frequently, are as good a solution as any. Incidentally, Cubs at camp never seem to change their socks unless urged to do so.

If there is poison ivy on the campsite, teach each Cub to recognize it when he sees it. Encourage them to watch for it on rambles.

On sunny days blankets and sleeping bags should be aired immediately after breakfast and, weather permitting, should stay out till three or four o'clock. Put up lots of clothes lines.

### Food and Cooking

Well-cooked meals are essential for a good camp. Menus must be carefully planned to provide varied and appetizing as well as balanced and nutritious meals.

Meals are one of the few camp activities which must be kept on schedule. The Cubs will not require much coaxing to come to meals promptly, but at times it will be a bit of a struggle to finish the morning or afternoon program on schedule. It may be best to have the day's big meal at noon time rather than in the evening, even in cases where Cubs are accustomed to the reverse at home.

In estimating quantities, remember that Cubs develop huge appetites at camp. But much depends on the weather.

Some items of food require special mention. A reliable source of pasteurized milk is essential — one quart per Cub per day. Delivery of fresh, clean meat and vegetables must be arranged. If the camp is some distance from the nearest town, the milkman may be asked to pick up and deliver the daily order of groceries.

Milk should be the principal beverage at camp. On hot days fruit drinks (such as lemonade) will be welcomed, and on cold mornings a cup of hot cocoa. Few think it wise to give tea or coffee to Cubs at camp.

## OUTDOOR ACTIVITIES

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The kitchen must be properly equipped, both for cooking and for the storage of food. Details will vary with the size, location and period of the camp but must, in any case, be planned by the staff in advance.

For a small camp, and with a cook familiar with outdoor camp cooking, an open fire will probably be used. In the case of a larger camp, or where the cooks are not Scouters, it becomes necessary to establish a cooking shelter or screened kitchen with a table, a proper stove and refrigerator.

Adequate shelter of some kind must be provided for the dining area. If a suitable building is available, so much the better. If not, a tarpaulin can be rigged over each table.

### The Activities Program

For a short camp there will be little need for many specially planned activities. Allow free time for Cub interests and activities such as exploring. At a longer camp, and as the Cubs gain more experience, a more detailed program may be required but even this should make allowance for Cubs to pursue individual interests and activities.

Divide the running of the camp among the available Scouters, other adults and leaders. If Akela is to keep his sense of proportion and an objective viewpoint, he must be able to sit back occasionally and dismiss the camp and its Cubs from his mind, at least for a few minutes.

## THE PACK AT CAMP

### Arrival

The spirit of the camp should be established during the first few hours after the arrival. Everything will be new and thrilling and the Cubs will be in a receptive mood. This is the opportunity to call a council circle and explain what needs to be done to get the camp organized. Point out, too, that if everyone in camp is to have a good time a few rules are required. Aim for a cheerful attitude of willing and happy co-operation.

### Rules

Keep regulations at camp to a minimum. There is nothing to be gained by a whole host of petty restrictions. The promise will cover most situations. Develop a cheerful and enthusiastic discipline. This will follow almost automatically if camp routines are carried through punctually and without fuss or bother, and the program is sufficiently attractive and provides enough choices to please most of the boys. A daily inspection of Cubs, kits and campsite, has an excellent disciplinary effect on Jim's frame of mind.

### Cub Camp Chores

A "happy family" atmosphere does not mean a lazy camp. If the camp is to be of any value to the

## OUTDOOR ACTIVITIES

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Cubs, they must take on a definite share of the camp housekeeping and follow camp routine. The camp spirit will gain and the boys will be more contented if they feel that they are contributing their share towards the success of the camp. B.-P. said that “the camp must be a busy one — not a school for aimless loafing”.

Cubs can and should help to cook. Thus they begin to appreciate just how much work is required to prepare meals at camp, and how much care and effort is needed to maintain a high standard of cleanliness.



Make wood gathering into a game and have the Cubs make a stretcher to carry the wood. Other jobs for the Cubs can be arranged with the cook, but one very common one is dishwashing. This can either be done by each six in turn, or each Cub can do his own with a service six on pots and pans.

### SUGGESTED DAILY SCHEDULE

(Adapt to Suit Local Situation)

- 7:30 a.m. — Get up. Wash and clean up.
- 8:00 a.m. — Breakfast.
- 8:45 a.m. — Routine tent or hut jobs. Prepare for inspection.
- 9:30 a.m. — Flag Break. Inspection of Cubs, their kits and sleeping sites.
- 10:15 a.m. — Morning activities.
- 11:30 a.m. — Morning swim (depending on weather).
- 12:30 p.m. — Dinner and sing-song, if desired.
- 1:15 p.m. — Rest hour.
- 2:15 p.m. — Afternoon activities.
- 4:00 p.m. — Afternoon swim followed by free time or games.
- 6:00 p.m. — Supper.
- Free time. Canteen.
- Prepare for evening program.
- 7:15 p.m. — Free time or games.
- 8:00 p.m. — Evening activities.
- 9:00 p.m. — Off to bed.
- 9:30 p.m. — Lights out.
- Silence.



## OUTDOOR ACTIVITIES

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The program and schedule should be kept flexible and at times may be scrapped entirely in favour of some fascinating adventure the Cubs have dreamed up on the spur of the moment. The only exception to this are the meals which must be punctual.

### MORNING PROGRAM

The first morning in camp, the Cubs will be awake and ready to go at an unearthly hour. From then on, few of them will protest at staying in bed until 7:30 a.m.

#### Inspection, Flag Break and Prayers

After breakfast, allow plenty of time to tidy up the sleeping sites and get ready for inspection. Blankets and sleeping bags must be out airing (weather permitting), towels and toilet articles hung up neatly in the proper places and the rest of the kit neatly laid out on a ground sheet. All rubbish must be disposed of and tents, if used, brailed and swept out.

Make the inspection thorough, brisk and efficient. Let the sixers help out on a few occasions.

Keep the prayers simple and in small-boy language. Let Cubs lead them. Allow time for the Cubs to change before going on to morning activities. This is usually the only time of day when uniforms are worn.

#### Morning Activities

These may be team games, wide games, badge work, handicraft or other such activity. If possible allow for individual choices. For example one boy may first want to fish.

#### Swimming

In seeking a campsite, recognize that most Cubs and parents have come to regard swimming as one of the essential features of camp life. Therefore, a prime requisite of the site must be a safe bathing area.

Swimming is probably the one major activity liked by all the Cubs. The suggested daily schedule calls for a swim before lunch and before supper. If the weather turns cold it may be necessary to shorten the swims. Have one leader in the water with the non-swimmers.

Aim to have every Cub a swimmer by the end of the camp.

Safety in the water is important and requires sensible planning and vigilant supervision. A picket of at least two good swimmers (Scouters or service staff) must be on duty at all times when the Cubs are in the water. Follow the rules in *Policy, Organization and Rules*. If a boat is available, station the picket in it just outside the line of floats making the boundary of the swimming area. Use the “Buddy” system.

The non-swimmers among the Cubs won’t require much urging to be cautious, but when Jim

## OUTDOOR ACTIVITIES

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decides that he has become an “expert”, he will have to be watched more closely to keep him out of dangerous water. There must be reason in all things, however. Don’t expect Cubs who know how to swim to be contented to play around in water not much over their knees, or in a roped-off area about ten feet square.

Boating as an activity for Cubs should be considered only in a well- established camp.

### AFTERNOON PROGRAM

#### Rest Hour

The rest hour is important. Camp is a more active place than the average Cub realizes, and unless he really rests during this hour he may be quite tired by supper. Books and records during rest hour have a place. If he wishes, Jim can choose this period to write his letters home, or he can lie and listen to a story told by one of the Scouters.

#### Expeditions

During the afternoon, get out of camp on rambles, exploring the countryside and visiting interesting places in the neighbourhood. Perhaps some of the trips can be made by boat. Every now and then make a real afternoon of it by taking along a picnic style lunch.

Much of the program activities depend on the actual site. It is up to the leaders to explore the possibilities of the countryside and then use some imagination. B.-P. said, “The most important qualification of a good leader is a lively imagination.” Imagination has been defined as ten per cent inspiration and ninety per cent perspiration.

Here are some ideas and themes that could be used in an afternoon and evening program.

Athlete Badge Day  
Boat Ride  
Circus Day  
Explorer’s Day  
Field Day  
Fishing  
Indian Day  
Nature Ramble  
Olympic Day  
Pin or Treasure Hunt  
Pirate Day  
Scavenger Hunt  
Water Sports Day  
Wide Games



For details and further ideas see *Creative Activities* and *Star and Badge Activities*.

## OUTDOOR ACTIVITIES

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Late in the afternoon, the Cubs bring in their bedding which has been airing in the sun all day. Beds are made and then rolled up until bedtime.

### Free Time

Cubs need supervision, but allow them free time during the day. They don't need to be organized all the time. Let them develop and play their own games, or just kick a ball around with one or two particular friends. It is important that you let them have a say in the program.

### EVENING PROGRAM

#### Canteen

The canteen is a popular camp activity. Supplies need to be ordered and a plan of rationing worked out. One chocolate bar or its equivalent per day should be the limit. The canteen could also carry stamps and postcards (if the camp is far enough away from home that the Cubs need to write letters), souvenirs, sweat shirts, etc.

#### Games

Provide equipment for organized games such as softball, volleyball, dodgeball, croquet and horseshoes, as well as for a selection of wide games. Every Cub should be encouraged to take part in some activities. Tumbling should be included, too, and can be very worthwhile if well taught.

Have the equipment at a central spot. Thus the Cubs will be able to keep busy during gaps in the program and can use it during free time periods, if they so wish.

Games at camp should be of a "field" nature. This means games which cannot normally be played indoors. Volleyball, soccer, modified basketball, hide and seek (the real, virile outdoor kind with a good deal of running and some hard tackling, not the parlour variety), and many others of a similar kind, are all useful, capable of much variety and need little organization or control.

Some wide games are listed elsewhere in this book.

#### Evening Activities

Some of the items mentioned for the afternoon could also be done in the evening. Don't forget amateur hours, acting, the Scouters' show, troubadour evening, etc.

#### Campfire

The campfire is the climax of the day, sending the Cubs off to bed happy and contented. The fire itself is an important item; be sure it is properly laid and ceremoniously lit. Akela formally opens

## OUTDOOR ACTIVITIES

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the campfire program consisting of songs, simple skits, and stunts in which every Cub can join. A short yarn from Akela or one of the other leaders together with a prayer and a verse of a vesper hymn ends the campfire.

If the weather is warm and dry and there is a sufficient supply of extra blankets have the Cubs come to campfire already dressed in their pyjamas, and wrapped up Indian fashion in an extra blanket. This adds a good campfire atmosphere. It also has the practical advantage that the Cubs can get into their pyjamas while it is still daylight, and into their beds in the shortest possible time after campfire.

### Good Night

After the Cubs have climbed into their beds, the staff should visit each hut or tent to make sure that everyone is settled down for the night. Allow the boys five more minutes to chat before the final silence signal and good night, all.

Some of the Cubs will sleep restlessly during the first couple of nights at camp, and one of the leaders should tour the camp once or twice through the night to make sure that no one is out of his bedroll, or even right out of the hut or tent. Rain pattering on the roof may cause some boys to be restless and to roll around.

## SPECIAL ACTIVITIES

### Housekeeping Ideas

Be alert for new ideas to simplify and streamline the work of the camp. "Only a tenderfoot roughs it at camp." There is no special virtue in doing things the hard way.

### The Wet Day in Camp

Be prepared for the wet day in camp. A complete change of program may be necessary. The Cubs will probably be quite willing to sleep in and camp rouse can be half an hour later. Bed rolls are folded neatly instead of being put out to air. Inspection and flagbreak may be curtailed or omitted altogether.

On wet days the permanent building or large marquee provided will be put to full use. Now is the time to arrange dressing up, stories and handicrafts. Impromptu sketches on suggested themes can be put on, collections arranged, scrap-book items assembled and six logs may be written. Dumb crambo, charades and other simple play-acting games will be popular. Have a games day. Write letters home. What about a popcorn roast?

If clothes can be dried, a walk in the rain will do no harm. Or, if it is not too cold, organize a run around the camp in bathing suits, followed by a brisk rub-down and a hot drink or meal. On a wet evening, an indoor campfire by lantern light can be great fun.

## OUTDOOR ACTIVITIES

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### SOME RAINY DAY GAMES AND STUNTS

#### Indoor Games

**Flapper's Race** — Rubber band from an inner tube is stretched around the knees of persons who race to a finish line.

**Popcorn Race** — Two people feed each other popcorn (or ice cream) with spoons. First team to finish wins. Try it blindfolded.

**Vocal Jump** — Each contestant sounds his lowest and highest note. One with greatest range wins.

**The Hurrycone Race** — Strong strings are stretched parallel across the room. On each is a paper cone. Each team member blows the cone across and back. Then the second person takes over.

**Big Blow** — Rectangular table and a ping-pong ball. Contestants kneel on the floor. keep hands off the table. Ball starts in centre. Each side tries to blow the ball off their opponents' edge of the table.

**Fishing** — Two candies are wrapped in paper and tied to the centre of about four feet of string. At a signal one end of the string is placed in each contestant's mouth and he proceeds to chew the string until he gets to the centre. The first one getting the candy wins both pieces. Contestants hold both hands behind their back.

**Animal Tag** — Boys form a circle. One stands in the centre blindfolded. When he strikes a wand on the floor the boys who are moving around stop. The one in the centre points the wand at a boy who takes hold of the other end and is told to imitate an animal call. If the blindfolded player guesses the boy's name, he changes places with that player.

**Scoot** — Players form chairs in a circle leaving one vacant. One player is placed in the centre. The object of the players in the circle is to keep moving so that the centre man cannot sit down.

**Mail** — Form chairs in a circle. Give each player the name of a city. One player is in the centre. When the leader of the game, called the postmaster, calls out two or more names, the players change places. When "general post" is called, all change places. in each case the blindfolded player tries to get a seat.

#### Individual Stunts

**Knee Bend and Touch** — Put the right foot behind the other knee and grasp it with the left hand. Try and touch the right knee to the ground without losing balance.

**Elbow Balance** — From squat rest position (legs bent and weight on hands and toes — knees turned out), turn the elbows out slightly so that the inside of the legs rest on the arms just above the elbow. With weight entirely on hands, balance forward and pick up an object with the mouth.

## OUTDOOR ACTIVITIES

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***Bend Back and Touch*** — Measure an arm's length on a broom, Hold this length of the broom against forehead extending over head. Now bend back and try to touch it to the ground without losing balance. Do a quick side roll if balance is lost.

***One Leg Push-Up*** — In a squat position bend one leg under you, resting on the heel. Try and come up to a standing position while keeping opposite leg in a front horizontal position. Balance is more easily retained if arms are held in front. It's harder to go down than up.

***Staff or Broomstick Jump*** — Hold staff loosely in hands. Without letting go, try and jump over and back. When feat becomes easy try to increase distance of forward jump.

***Barrel Rolling*** — Stand on a barrel and make it roll forward or backward with the feet. This can be done best in bare feet or tennis shoes. Be sure there are no dangerous nails.

***Barrel Jump*** — Saw a barrel in two, crossways. Try to jump into the half barrel and out again without touching the sides.

***Foot Throw*** — Place an object like a baseball between the heels. Try and throw the object over your head with a vigorous backward kick so you can catch it.

***Cross Leg Throw*** — Stand with one foot crossed in back of other. Place a small rock, a chip on the back foot. Try and see how far you can throw it without kicking the supporting leg from under you.

***Balance Pick-Up*** — Stand with back close to a wall. Bend forward and try to pick up an object without losing balance or raising heels.

***Get-Up*** — Lie flat on back. Fold arms on chest. Get up without using elbows, hands or rolling sideways.

***Jump Over Your Leg*** — Take two or three quick steps, place the left foot against a tree or wall about two feet above the ground and jump over it with the right leg, making a half left turn without taking the left leg from the side of the wall.

***Twist Under*** — Hold staff firmly with both hands. Set the end of the staff in a hole or against a wall so it will not slip. Now slowly swing body down under staff and back to starting position.

### Dual Contests

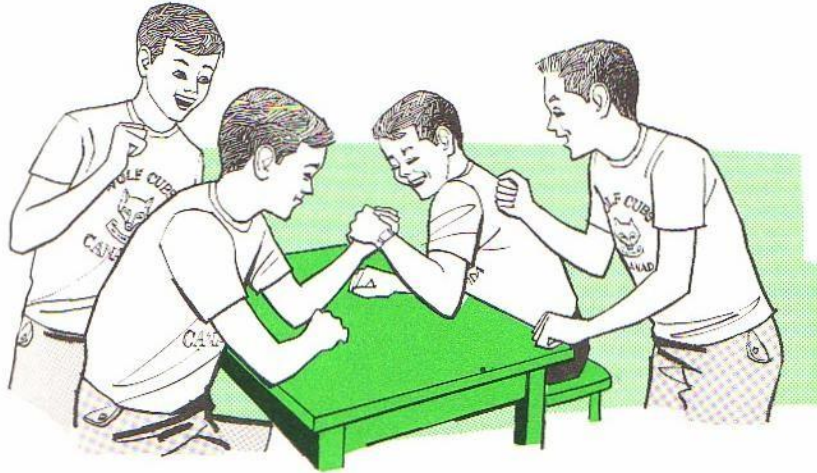
***Pull Hand From Nose*** — Two players compete. Each places palm of his hand against his nose while his opponent tries to pull it away with one hand grasped at the wrist. Do not move the feet.

***Wrestling Matches*** — Hand wrestle, Indian wrestle, forearm wrestle, stork wrestle, stick twist, dog wrestle.



## OUTDOOR ACTIVITIES

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**Handslap** — Contestants place feet in heel-toe position with toes of front feet touching. Now use one hand and try to slap opponent's hand so he loses balance or moves his feet.

**Bubble Gum Contest** — See who can blow the largest bubble.

### Quieter Things to Do

Try homemade skill games and contests, songs and stories. Imitations, pantomimes, charades and puppetry are good indoors fun. And on short notice lots of simple craft projects can be done with common around-the-house materials such as paper, clay, soap, paper sacks, cartons, beads, feathers and leather.

### Sunday in Camp

Treat Sunday in camp as a special day. If the pack consists of boys of one denomination they could attend church. Alternatively a short service should be held when church attendance is not possible. Sunday afternoon will often prove convenient for visitor's day, or it can be devoted to quieter activities such as nature expeditions.

Serve a special dessert such as ice cream for dinner. Sing spirituals at the campfire, if you hold one.

### Handicrafts

Reserve a place in the program for handicraft activities. Handicrafts are not merely a useful way of filling in time on wet days but offer a valuable opportunity for a "change of pace" from hikes, games, swims, etc.

See *Creative Activities* for more suggested activities.

## OUTDOOR ACTIVITIES

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### Nature Lore

Camp is a wonderful place to go in for nature lore. Most campsites provide plenty of variety. Perhaps you can recall camps where, between whippoorwills and loons, getting to sleep at night presented quite a problem.

In almost any part of the country, if he should wake up early Jim can lie in his bed and listen to the songs of dozens of the daytime birds. On hikes, he can keep his eyes open for new varieties of trees and collect their leaves to add to his scrapbook.

An opportunity is afforded for another type of nature activity when your service staff come back from a voyage of exploration and announce that they have discovered a “desert island”, just overflowing with blueberries or wild raspberries or some other similar surprise.

See the section Exploring Nature for further ideas.

### Badge Work

Many of the camp’s regular activities, indulged in for their own sake, such as nature lore, swimming and tumbling will quite incidentally help with outdoor star and badge work. Leave most indoor work for the winter season.

See *Star and Badge Activities* for suggestions.

### Visitors’ Day

One of the highlights of the camp should be visitors’ day, when Jim’s mother and dad come to visit him and see how he is making out. Plan something definite in the way of a program, finishing up, perhaps, with a special campfire. Don’t confine the invitation to the parents only but invite the whole family and have them bring a picnic lunch. Jim’s young brother and sister will enjoy it.

### Letters Home

If the camp is some distance from home, be sure to remind parents to send along a letter or postcard, and make sure that Jim writes home too.

### Closing Up

Get the packing done in good time. One of the Scouters should personally inspect the site to make sure that it is in good order and that Jim has not left any of his gear. Cubs, in their excitement, can lose some amazing things, raincoats, blankets, belts, etc.

As for the Cubs themselves, bring them home:

- Feeling that their camp has been an adventurous holiday.
- With their eyes shining.

## OUTDOOR ACTIVITIES

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- Wishing for more.
- Clean.
- Rested.

### SOME FINAL POINTS

#### Good and Bad Camps

Reports of a good camp (or of a bad one) spread amazingly, and one of the principal benefits of a really good camp is the marvellous advertisement it is for the pack and for Scouting generally. Parents whose boys have been to a real Cub camp are first call prospects when you are looking for group committeemen, or adult help in some other activity.

#### Homesickness

Homesickness is very much overrated as a camp problem. Every Cub feels a little lonely from time to time, but he won't let it bother him seriously if the camp spirit is healthy and the following points observed:

- He is kept busy.
- He gets sufficient rest.
- He is satisfied with the meals.
- He is with friends.

Once in a while, a boy will have a real attack of homesickness. In extreme cases, it may be necessary to send him home.

#### Enuresis

With the increasing number of younger Cubs going to camp, Scouters must be prepared to deal with a great number of boys who suffer from enuresis or bed wetting.

Camp is neither the time nor the place to worry too much about the cause or cure for this ailment. However, there are a number of preventive measures that can be followed.

- Check with the parents or doctor to see if the Cub suffers from enuresis. If so, arrange for the Cub to be given a rubber sheet. This can be done in an unobtrusive way by the first-aid Scouter.
- After supper, reduce or cut out the consumption of liquids by the boy.
- Encourage the boy to go to the latrine before retiring.
- In special cases, arrange to get the boy up late in the evening.
- Keep your evening program relaxing rather than exciting.

Such boys are usually quite sensitive about their problem. The other Cubs will follow the Scouter's example if the problem is handled in a matter-of-fact manner.

## OUTDOOR ACTIVITIES

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### Day Camping

Day camping is a supervised program for boys who are unable to attend the full camp. It usually offers a wide variety of organized outdoor activities: swimming, tours around the city, special dress-up days, crafts, games of all kinds, nature lore, campfires, sports, kite flying, etc.

It should be held at a local municipal park that is within range of public transportation. Some form of shelter should be available for wet or very warm weather.

The camp could be held for up to a week and should be confined to about fifty boys. A small fee will cover the cost of the equipment.

The staff needs to be carefully selected and could consist of two or more adults assisted by any number of activity leaders.

### Family Camping

Family camping is a rapidly growing means by which families manage to take inexpensive but worthwhile vacations together.

This trend has been partially recognized in some of the requirements for the Green Star and for the Woodsman Badge. Leaders should encourage Cubs who are involved in this activity to learn and put into practice as many of the Scoutcraft skills as they can.

All provincial parks and many federal parks now cater to and provide facilities for family campers. Most or all provide information for tourists. Cubs can help plan the trip, learn to read road maps, work out menus, look after some cooking, develop games and toys to entertain the “small fry”, practice their musical talents, learn to improve their swimming and so on.

## RESOURCE MATERIAL

Note: Be sure to check inventory of Community Resources mentioned in *Program Building*. The guidelines provided will help in locating and contacting personnel of naturalist clubs, camping associations, etc., who may be of help to you in your outdoor activities.

### Books

*Adventuring in Nature*, Betty Price, National Recreation Association.

This book provides suggestions for nature activities of many kinds for all seasons.

*The Junior Book of Camping and Woodcraft*, Bernard S. Mason, A. S. Barnes.

An illustrated book designed for young people covering a wide scope of campcraft and woodcraft ideas.

*Day Camping*, National Recreation Association.

Deals with the organization, administration and program for day camps.

## OUTDOOR ACTIVITIES

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*Camping for Boys and Girls*, Tom McNally, Ryerson Press, Toronto.

Discusses camping shelters from the primitive lean-to to luxurious trailers. It tells how to select and care for camping gear, keep and cook food, select and set up campsites. Illustrated with photographs. An All-Star Sports Book. Ages eight to fourteen.

*Family Camping*, Queen's Printer, Ottawa.

Ideas on planning the trip, setting up camp, activities at camp and cleaning up.

Following are three additional well-known books on camping:

*Better Homes and Gardens Family Camping*, Meredith, U.S.A., 1961.

*Campcraft*, Elizabeth Hammitt, N.Y. Pocket Books Inc., 1960.

*Let's Go Camping*, Carol Lane, U.S.A., Shell Oil Co., 1960.

*Weather*, Lehr & Burnett & Zim, Golden Nature Guide, Musson, 1957.

N.B. Write to the Director of Meteorological Branch, Department of Transport, Ottawa, for free pamphlets on children's weather activities.

*Some Canadian Birds*, W. Earl Godfrey, National Parks Branch, Ottawa, 1956, 44 pp.

*Horizon Maps*, Royal Astronomical Society of Canada, Ottawa, set of four.

*Stars*, Zim & Bake, A Golden Nature Book, Musson.

*Weeds of Canada*, Queen's Printer, Ottawa, 1955.

*Flowers*, Zim & Alexander, A Golden Nature Book, Musson, 1948.

*Native Trees of Canada*, Queen's Printer, Ottawa, 1950.

*Collecting, Preparing and Preserving Insects*, Beirne, H.P., Department of Agriculture, Ottawa, 1955.

*Insects*, Zim, A Golden Nature Book, Musson, 1951.

*Reptiles and Amphibians*, Zim and Smith, A Golden Nature Guide, Musson, 1953.

*Fishes*, Zim and Shoemaker, A Golden Nature Guide, Musson, 1958.

*The Web of Life*, Storer, J. H., New American Library.

## OUTDOOR ACTIVITIES

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*Conservation and Nature Activities*, Canadian Audubon Society, 46 St. Clair Avenue East, Toronto, 1951.

*Conservation Activities*, Ministry of Forestry, Ottawa, 1965, 29 pp.

### Films

*Family Camping*, 28 mm., colour, 16 mm.

For the family preparing to try camping for the first time, or for the experienced camper who wonders about trying a different kind of trip, this colour film is a congenial and informative guide. The film shows families enjoying popular forms of family camping: site camping, a hiking trip, canoe camping in the backwoods, cruise camping through more travelled waters, and trail riding in the Rockies. Each is seen to have its own attractiveness but none more than the sort of camping the majority of people know — on an allotted site in a provincial or federal park.

*Summer is for Kids*, 11 mm., 42 sec., b. & w., 35 mm. and 16 mm.

The warmly human narrative of what two weeks at a Muskoka camp meant to a small boy from a congested city area. School was out and Roger had passed. Next year he'd be using ink, but in the meantime there wasn't much to do around town . . . Then one wonderful day, Roger went off to camp. It was all fun: the preliminary scramble for the upper bunk, exploring in the woods, cooking over a camp fire, and — biggest day of all — passing the beginner's swimming test.

### Filmstrips

The following 35 mm. colour filmstrips dealing with the fundamentals of family camping, from planning and packing, to pitching a tent and preparing meals are available from the National Film Board.

- The Camper and His Equipment
- The Campsite
- Fires and Cooking
- Canoeing

### Sports

The Queen's Printer in Ottawa produced a series of inexpensive booklets on sports, such as hockey as well as a series of pamphlets on track and field.

The addresses of secretaries of National Sports Governing Bodies are listed in the Canadian Almanac. Invaluable resource material on sports is available from such contacts.

In addition, The Canadian Association for Health, Physical Education and Recreation (703 Spadina Avenue, Toronto 4) stocks a wide choice of inexpensive booklets and pamphlets on sports, fitness, coaching physical education, growth and outdoor education.